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ABSTRACT

Ten model teaching units are offered for use with academically gifted students at elementary grade levels. The units are interdisciplinary, reflect a concern for basic skills, can be used in a variety of settings, and emphasize development of critical and creative thinking skills. "All in the Family," by Patricia Wofford, acquaints students with a variety of family structures and the flexibility of these groupings. "Honesty," by Gaye Williams, helps children develop the value of honesty through thinking about and discussing moral dilemmas. "This Is Me--I'm Important" by Alice Land and "Me, Myself, and I" by Linda Whisnant develop children's self-concept. "What's in It for Me?," by Nancy Whisenhunt, teaches research skills. "The Verdict Please: Judging Characters in Fairy Tales," by Rachel Bowman, applies the law to fairy tale characters, to develop higher level thinking, moral thinking, and leadership skills. "Creative Communication with Symbols," by Diana Burch, increases the understanding and use of visual symbols in communication. "Quest for Gold," by Anne Pitner, teaches thinking skills, decision making, and choice making. "'The Incredible Edible Egg' and Other Chicken Scratch," by Marilee Mauser, uses eggs to show fundamentals of survival, nesting, natural instincts, and life cycles. "The Big 5," by Alice Williams, helps make students become more sensorily aware. (JDD)

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Quest for Gold

Curriculum Resource Units for Gifted and Talented Youngsters Kindergarten - Fourth Grade

Donald G. Hayes

edited by
Linda B. Dockery

1989

NORTH CAROLINA ASSOCIATION FOR THE gifted talented

Funded in part by The Alliance For Gifted and Talented of North Carolina, Inc.

Quest for Gold

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Gifted and Talented Youngsters
Kindergarten - Fourth Grade

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PREFACE

The purpose of this book is to provide teachers of academically gifted students with some "model" teaching units that, with little modification-unless desired, can be used in their exciting task of challenging bright students. A review of the teaching units will indicate that: 1) They can be used at multiple grade levels, 2) Emphasis is given to the development of critical and creative thinking skills, 3) The units are interdisciplinary and, at the same time, reflect a concern for "basis skills," important for all students to master, 4) The units can be used in a variety of settings, e.g., resource rooms, heterogeneous/homogeneous classes, 5) The units are sufficiently comprehensive to enable the user to select teaching strategies most appropriate for their situation. (While the units were originally written for use by the authors in a particular school and community and, consequently, may contain related references, this - in no way - restricts their use as all of the units are easily adaptable to any locale.)

The units were developed by practicing classroom teachers seeking endorsement (certification) to teach academically gifted students. The units were developed to satisfy a course requirement in "Methods and Materials for the Gifted," one of the academically gifted courses regularly offered at Lenoir-Rhyne College, a Lutheran-related college located in Hickory, North Carolina.

As the instructor of the very creative teachers who developed the units included in this book, I am proud of their efforts and believe the units will be of great use to teachers of academically gifted students. Also, I am grateful that the North Carolina Association for the Gifted and Talented is publishing the materials. I know of no better way for NCAGT to carry out its mission of promoting the education of academically gifted students. Special thanks also go to The Alliance For Gifted and Talented of North Carolina, Inc. for partially funding this publication and to the Winston-Salem/Forsyth County Schools for supporting this effort.

Donald G. Hayes, Professor of Education
Lenoir-Rhyne College, Hickory, N. C.

ACKNOWLEDGMENTS

Dr. Donald Hayes, Professor of Education at Lenoir-Rhyne College, received his Ph.D. in Education, Philosophy, and Psychology from the University of North Carolina. He was one of the original pilot teachers for gifted children in this State and the first State Consultant of Programs for the Gifted. He then worked as Assistant Director of the Learning Institute of North Carolina conducting research on problems in learning, values formation, motivation, stress, and learning disabilities. He is a co-founder of the Governor's School, and the North Carolina Advancement School and was the founder and first director of the Learning Academy, a research and development residential school for children with learning problems. He served as Assistant Superintendent for Instruction for the Chapel Hill City Schools.

He has conducted hundreds of workshops for educators, psychologists, counselors, and parents, and authored many articles and publications on topics about learning. He is co-author of the book, My Child is Gifted! Now, What Do I Do? another NCAGT publication.

He is active in numerous professional, church, and civic activities and is a former member of the Hickory City Board of Education. He is past President of the North Carolina Association of Colleges of Teacher Education, and he was the 1985 winner of the NCAGT Annual Award. He is married and the father of two children.

Dr. Linda Dockery, Executive Secretary of the Alliance for the Gifted and Talented of North Carolina and Personnel Administrator in Winston-Salem/Forsyth County Schools, brought her experience as both a classroom teacher and teacher facilitator to bear as she edited the assortment of units found in this volume.

Special thanks also go to John Fox, advanced placement teacher of art in the Winston-Salem/Forsyth County Schools and his student John Crutchfield, for designing the cover of this book. John Crutchfield not only is a talented artist but a gifted wrestler and a Morehead Scholar.

Thanks are also expressed to the board of Directors of The Alliance for Gifted and Talented of North Carolina, Inc. for partially funding this project and to C. Douglas Carter and the Winston-Salem/Forsyth County Schools for their continued support and encouragement.

ALL IN THE FAMILY

Patricia Wofford

ALL IN THE FAMILY
Patricia Wofford

ALL IN THE FAMILY

A. INTRODUCTION

The purpose of this unit is to acquaint students with a variety of family structures and the flexibility of these groupings. It is an important unit for study because in today's society the changing family structures have direct consequences on children which they must be able to meet and cope with in their daily lives. The study of family groupings will help the students to understand their own family structures and the families of others they may encounter. Hopefully these experiences will aid the student in dealing with family life now and in the future.

This is a unit of study designed for a kindergarten class for a two to three week time period. This unit would follow a unit on self-concept and discovery of the individuality of each student. The family is the primary group of each child and his position and role in this group needs defining along with his relationship with others.

This is an appropriate unit for study by gifted and talented student because stress is placed on critical thinking skills in analyzing family groupings. The gifted and talented student is especially sensitive to others and will be capable of perceiving insights into family relationships. The gifted and talented student is better able to comprehend the problems of everyday family life and to analyze them.

In teaching this unit the teacher must keep in mind that she must protect the integrity of each family group. Special care must be taken not to embarrass the child of an unsettled home due to recent divorce, death, etc. Parents should be informed of the unit topic by newsletter and the teacher may request their help by discussing with their children different family units. The family unit irregardless of its make-up will be respected during this unit of study.

B. OBJECTIVES

At the conclusion of this unit, the student will be able to:

1. Define "family."
2. Name people who can make up a family unit and give examples of groupings of families.
3. Understand the structure of a variety of family units and appreciate the reasons for the formation of these units.
4. Have a realistic, positive conception of and greater appreciation of his own family unit as evidenced in his everyday interactions with his family members.
5. Distinguish the roles of people in different family groups e.g. child's and parent's role in single parent family, step-father's role, etc. which reflects an insight into the demands of family roles.
6. Compare and contrast family life in different countries e.g.

Japan, Africa.

C. ACTIVITIES

The following activities will be helpful in conveying the meaning of this unit and in meeting the unit objectives.

INTRODUCTORY

1. A single parent or a family with a step-parent will visit the class and discuss their family unit. They will discuss why their family unit was developed and some of the resulting problems and strengths of this unit. The family members will each discuss their roles in the family.
2. The teacher will read or sing "A Song of Families" (Appendix I) and the class will discuss it and note similarities and differences of families that are discussed in this selection.
3. The teacher will orally administer the pre-test (see Evaluation).

DEVELOPMENTAL

1. The student will make a family booklet designating one page for each family member in the booklet. On these pages the student will dictate or write a short paragraph about that family member and draw a picture of the family member.
2. The class will draw pictures of their total family group to be posted in the room to display different family groupings which are present in the classroom.
3. The class will discuss how family groupings may vary--death, remarriage, divorce, step-parents/-sisters/-brothers, grandparents, grandchildren, single parents, adoption, foster children, working mothers, new babies, etc. and the people who make up these groupings.
4. The teacher will read aloud to the class Two Families Make One by Margaret P. Strachan, about a widow and widower who marry and their combined families must make adjustments. The class will discuss their problems and their resulting adjustments.
5. The students will compile a list of different types of family units represented in the class and graph the results. After graphing the students will discuss the results.
6. The student will discuss his role in a family unit noting the differences in roles in different family units. Use the examples of family groupings in Activity #3 as situations for the student become a member.
7. The students will view pictures of families cut out of magazines and workbooks and will determine the roles of the family members.
8. The teacher will read aloud Where Is Daddy? The Story of Divorce by Beth Goff, and enlist a class discussion of the story.
9. A divorced father who does not have custody of his children will discuss his feelings toward his children and their separation.
10. The students will make puppets to represent a variety of family members--father, mother, sister, brother, grandparents, step-parents, step-brothers, step-sisters, etc. The puppets will be used to react to situations such as the following:

a. Parent/child discussion of what to call a new step-parent.
b. Brothers and sisters discuss the consequences of grandmother's moving in with them.
c. Parent/child discussion of ill feelings between step-children.
d. Father and children discuss their feelings about the death of mother.
e. A child's jealousy of a new baby in the family.

11. The class will be divided into "family" units representing different family groupings such as in Activity #3. They must set up their roles in the family and react to a family crisis. Housekeeping center and the materials in this center may be used for props. The crisis might be the following:
    a. A child in the family needs an operation and the family cannot afford it.
    b. Who washes the dishes tonight?
    c. What will the child do over the summer vacation?
    d. The girls in the family are tired of doing all the housework.
    e. Father couldn't reach mother on the telephone because Jane was on the phone talking to friends.
12. The student will write a creative short story or poem expressing the woes of a working mother.
13. The teacher will use bibliotheraphy by sharing certain books listed in the Resources section with students with certain needs.
14. The student will investigate and report on life in a family in another country, e.g. Japan, Africa.
15. The student will write and illustrate a story about a family in another country. The story will be reflective of differences and similarities of this family and the student's own family.
16. The student will make a family tree especially noting the family groupings such as step-parents, number of children, etc.
17. Listen to the song "We Are Family" by the Pointer Sisters and discuss what kind of family they are singing about in this song. We are all a part of this family of man.
18. If you could modify your family grouping, what would you change--this could involve addition or subtraction of family members. Why would you or would you not change your family? How would your role in the family change?
19. It is national Family Day and you want to design an advertisement about your family. What would it say?
20. In the future you will be forming a family of your own. What are your predictions about the make-up of your future family unit? Why?

CULMINATING

1. Each child will write a situation which could occur in family life on a piece of paper e.g. the family buys a new car, Mother goes to work, etc. and places the paper in a hat. The class will divide into groups which will represent families such as those in Activity #3. A representative

of a family group will then pick a situation from the hat and his family will react to that situation. After this family reacts a dissimilar family group will also react to the situation. In this way the class will see the reaction of two family groupings to a similar situation. Other families will choose other situations until a representative sampling of situations and groups are achieved.

2. The children will make a mural of different family groupings. The class will be divided into families and will be responsible for completing the painting of their "family portrait."
3. The teacher will administer the post-test (see Evaluation).

VALUES AND VALUE

1. Show your family your appreciation of them by doing, saying, or making something special e.g. make slips which read "Good for one job" and present to family members.
2. In class make a Valentine Tree (any time of year). On a red construction paper heart list a family members' name and dictate what you like about that family member to the teacher who will write it on the heart. Complete three or four hearts. At the end of the week take the hearts home and give them to your family members to let them know how you feel about them.
3. What would you do if . . .
   a. You want to go to the movies but you don't have any money. You see your brother's allowance money on his dresser.
   b. Your best friend's mother has just died and Mother's Day is next week. Your friend is really sad about losing her mother.
   c. Your mother goes shopping and tells you to stay inside the house but your best friend is here and wants you to go to that movie you've been waiting to see.
   d. Your father's birthday is coming soon but you don't have nay money for a present.
   e. You saw your sister steal something out of the store.
   f. Your mother is dating someone you don't like at all.
   g. Your new step-brother is really mean to you but you think that if you complain Mom will just think that you are jealous.
4. Discuss the following:
   a. Why do you live with your family?
   b. How do you feel about your family?
   c. What do you really like about your family?
   d. What do you really dislike about your family?
   e. What is a basic characteristic of all families?

HOMELEARNING ACTIVITIES

1. Watch television and note the make-up of family groups in the television programs e.g. "Little House on the Prairie", "Eight is Enough", etc.
2. List the family groupings of five neighbors and compare it to the

listing of families in our class.

3. Interview grandparents about family groupings prevelant or in evidence in their lifetime--ask them about the changing family structure. Compare the family structure most prevelant thirty years ago with the family structure in evidence today.
4. Interview a family member--ask them their duties in the family, responsibilities, etc. and record.
5. Observe your mother or father and record the jobs they do around the house. What could you do to help them? Do it!

D. EVALUATION

1. The evaluation will involve an informal discussion of family groupings--different kinds, their make-up, the changing roles of the individuals, their similarities, their differences, etc. The teacher will also note and evaluate the student participation in Culminating Activity #1.
2. The pre- and post-tests will involve discussion of the following open-ended sentences:
   a. I like my family because . . .
   b. The favorite thing I do with my family is . . .
   c. A family is . . .
   d. I don't like my family's . . .
   e. If I could change my family I would . . .
   f. My mother . . .
   g. My father . . .
   h. I wish my family would . . .
   i. My family always . . .

E. RESOURCES

1. A variety of family groupings will visit the class and discuss life as it relates to them and their strengths, weaknesses, and problems as a family unit.
2. School guidance counselor.
3. Family Guidance Services counselor.
4. Judge and lawyer who deals directly with the issue of divorce and child custody.
5. Films in school library:
   Family Fun A-33
   Brothers & Sisters A-36
   A Happy Family A-54
6. Books in school, county or city library:
   Averill, Esther. Jenny's Adopted Brothers. New York: Harper & Row. Jenny is a black cat who adopts two homeless cats and then becomes jealous of them.

   Carlson, Natalie Savage. Ann Aurelia and Dorothy. New York: Harper & Row. Friendship between a black girl and a white girl develops. One girl lives with a foster mother.

   Goff, Beth, Where Is Daddy? The Story of a Divorce. Boston:

Beacon. Discussion of divorce for primary children.

Hoban, Russell. A Baby Sister for Frances. New York: Harper & Row. Frances, a girl badger, feels neglected when a new baby arrives.

Keats, Ezra Jack. Peter's Chair. New York: Harper & Row. Peter overcomes his jealousy of a baby sister.

Lenski, Lois. Papa Small. New York: Henry Z. Walck, Inc., 1951. The story tells of everyday living in the Small family.

Little, Jean. Take Wing. Boston: Little, Brown. Girl looks after a retarded brother until her aunt takes over and gives the girl a chance to make friends.

Matsuno, Masako. A Pair of Red Clogs. Cleveland, Ohio: World Publishing Co., 1960. An Oriental story of fine family relationships. The ways in which grandparents help children is looked at.

Miles, Miska. Annie and the Old One. Boston: Little, Brown. Sensitive story about how a Navaho girl faces the death of her grandmother.

Minarik, Else. Little Bear's Visit. New York: Harper & Row, Publishers, 1961. This story is rich in its portrayal of family relationships. Little Bear visits his grandparents.

Neufeld, John. Edgar Allen. New York: Phillips. A white minister's family adopts a black child and encounters prejudice. Feeling that they have failed, they return the child to the agency.

Sonneborn, Ruth A. I Love Gram. New York: Viking. Gram takes care of Ellie while Mother works.

Strachan, Margaret Pitcairn. Two Families Make One. New York: Washburn. A widow and widower--both with children-marry, and the combined family must make adjustments.

Simon, Norma. All Kinds of Families. Chicago: Albert Whitman and Co., 1976.

Young, Miriam. Georgie Finds a Grandpa. New York: Golden Press, Inc., 1954. Realistic story about Georgie, the only child in the first grade who doesn't have a grandpa and his determination to get one.

7. Poems

QUESTIONS FOR DISCUSSION

1. What is a family?
2. Who makes up a family?
3. Why are some families different?
4. What makes families different?
5. Why are there single parent families?
6. Why do people live in families?
7. Why do some mothers and fathers not live together?
8. Why do some children not have families?
9. Why do some mothers work?
10. Why do people die?
11. How are families alike and different?
12. What is special about a family?

13. What is special about my family?
14. What do you especially like about your family?
15. What do you especially dislike about your family?
16. What is different/alike about families in other countries?

APPENDIX I
A SONG OF FAMILIES
Leon Trachtman

Families everywhere you go;
Mountain high or valley low;
Kansas, Idaho, or Maine,
China, France, or sunny Spain;
City, jungle, desert bare,
Families, families everywhere.

Families aren't all the same;
Different family, different name.
Different families, different ways,
Different work on different days.
Families black and white and brown,
On the farm and in the town.

Families large, with grandmas, cousins,
Aunts and uncles by the dozens;
Families small, with only two
To do the things that families do.
Families foolish, families wise,
Families every shape and size.

But different though they are, it's true
There are things all families do;
Laugh together when they're glad,
Help each other when they're sad,
Teach their children how to play,
How to do their work each day.

Families, families everywhere
Show their children how to share;
Feed them, clothe them, keep them warm,
Keep them safe from every harm;
Teach them all that they must know;
Guard them, love them, help them grow.
(May be sung to tune of "Twinkle, Twinkle, Little Star")

HONESTY

Gaye Williams

HONESTY
Gaye Williams

I. Introduction

This unit of study has been prepared for use by teachers in assisting second and third graders in developing the value of honesty. In the early years of a child's school life, his environment plays a vital part in the development of his personality. Along with the home and church, the school must play a big part in building these values. This unit is especially appropriate for Gifted and Talented students because it guides them at an early age to learn to express their ideas and opinions freely. Through many of the activities presented in this unit, the child is given moral dilemmas to think about and discuss with their peers. They learn to give opinions, listen to others, and learn to make up their own minds. The teacher's role in this process is not to judge, but to present the activities and stimulate discussion by asking questions when they are needed.

II. Objectives:

1. The student will be able to define honesty and recognize it in play, and peer conflicts. (C-1)
2. The student will be able to recall actions when honesty was not followed. (C-1)
3. The student will be able to define meanings of honesty in his own words, ie, not to cheat, not to steal, not to lie. (C-3)
4. The student will be able to analyze the causes and effects of a moral dilemma. (C-4)
5. The student will be able to develop honest decisions when confronted with situations filled with questioning results. (C-3)
6. The student will be able to compare and contrast courses of action taken in a situation where dishonesty occurred. (C-6)
7. The student will be able to willingly accept trustworthy examples from family, teacher, and friends. (A-1)
8. The student will be able to volunteer for dramatic roleplaying where making a honest decision is called for on his part. (A-2)
9. The student will be able to make a honest preference for a view-point he supports.
10. The student will be able to change his behavior having developed honest values at his own level. (A-5)

III. Suggested Activities and Procedures

A. Initial Activities:

1. Discuss the following dilemma:

   Susie Parks arrived at school early one morning and as she went into the building, she saw her best friend Karen Clark shutting someone else's locker door. She disappeared into the classroom before Susie could get her attention so Susie decided to forget the incident. She was reminded of it at breaktime when Johnny Tucker rushed into the classroom to report a dollar bill had been stolen from his locker. Susie immediately

wonders, "Was that Johnny's locker door I saw Karen shutting this morning? Could she have stolen the money?" Karen comes from a poor family and had mentioned needing money in a hurry to buy her mother's birthday present.

Ask the following the questions for discussion:

a. What could Susie do?
b. What would you do in Susie's situation?
c. If Karen offered to share the money with you, how would you feel about it?

2. Look through newspapers and cut out headlines which tell that people have been dishonest. Bring to class for discussion.
3. Watch a T.V. program such as, Cosby Show, Webster, or Family Ties. Decide the conflict of the characters.

   Answer the following questions:

   a. Which characters were honest?
   b. How did they show honesty?
   c. Which characters were dishonest?
   d. What happened to them as a result of their dishonesty?
4. Read "Miss Kirby's Room," a story found in the book Time to Wonder. This story presents a situation in a classroom where money has been stolen. It offers various situations throughout the story for children to roleplay and debate. The story teaches not to jump to conclusions, but to get the facts first. Also, not to make snap judgments, but to think of other explanations.

B. Developmental Activities:

1. Roleplay the following situation:

   Three friends are walking down the sidewalk and see a billfold lying on the sidewalk. One child picks the billfold up and examines its contents. There is no identification but it does contain $10. One child wants to keep the money and divide it among the three of them. One child wants to go to the police and the other child wants to put it back where they found it.

2. Discuss the following dilemma:

   Jennifer and Randy were in the classroom going through pocketbooks in the girl's closet. The teacher saw them just as they were taking articles from one of the pocketbooks and putting them in their pockets.

   a. How do you think the teacher felt when she saw what was happening?
   b. What should the teacher do?
   c. Should she punish them? If so, how?
   d. How do you think Jennifer and Randy felt when they were seen?
   e. How do you think the girls to whom the pocketbooks belonged felt?
   f. Do you think what Jennifer and Randy did was wrong? Why?

3. Read the following dilemma and be ready to discuss the

questions as if it were your problem.

Joe saw his older brother Mike take some money from his mother's pocketbook.

a. What should Joe have done?
b. What would you have done?
c. Do you think Joe should talk to his older brother about it?
d. How do you think Joe felt?
e. How do you think Mike felt after taking the money?
f. Are there times when we should tell on someone? If so, when?
g. Why do you think Mike took the money?

4. Concentration Game

Make cards with one of the following words printed on each card.

violation	swindle	lie
crime	thief	truthful
cheat	swindler	fib

a. Turn all cards face down.
b. On each player's turn, he turns up two cards only. If the words mean the same the player has a match.
c. The player with the most matched pairs wins.

IV. Culminating Activities:

1. Show handdrawn pictures or pictures cut from magazines that illustrate a dishonest situation. Directions to the child: Choose a picture and write a story about what could have taken place. (Share the stories and use some for roleplaying acitvities.)
2. Open-ended Questions (Can be used for oral or written expression)
   a. When I find something valuable I . . .
   b. If someone tattles on me . . .
   c. If my brothers and sisters bother my things . . .
   d. When I see someone take something which is not his I feel . . .
   e. When I don't have my work finished . . .
   f. I wish people wouldn't . . .
   g. I'd feel better in class if . . .

V. Evaluation

1. Before evaluating the student, the teacher should be aware of a theory developed by Lawerence Kohlburg. His theory is that one's moral reasoning progresses in stages. (See Appendix) Through the activities suggested in the unit, the teacher should be able to recognize the early stages in young children, help them to clarify their own values, and move progressively through the moral stages.
2. Evaluate the student by his honest participation among his peers in the classroom and at play.

VI. Materials

Filmstrips

"Learning to Face up to Mistakes"
"Learning to Keep a Promise"
"Learning to Trust People"
"Respect for Property"

Record

"Taking Care of Myself", Living With Others, Citizenship I

VII. Bibliography

"A Strategy for Teaching Values", Guidance Associates of Pleasantville, N. Y. (3 full-color filmstrips, 2 cassetts)

STAGES OF MORAL DEVELOPMENT

Kohlburg defines the stages as follows:

Stage Zero

Good and right is what is pleasant; bad is what is painful or fearful (Obedience and punishment orientation). One is guided by what he can do and wants to do and not by what he should do.

Stage One

Right is what an outside authority says it is. Right behavior is based on fear of punishment or of being labeled good or bad. Deference to a superior power. Avoid trouble.

Stage Two

The beginning of the development of a sense of fairness (A right action satisfies the self needs.) "We should help others help us" (Reciprocity). "One good turn deserves another." "You scratch my back . . ." Motivation is selfish.

Stage Three

Be good to win approval (Good boy orientation). Concerned with what others think. Conform and be nice to be accepted.

Stage Four

Right behavior is doing one's duty, respecting the law, maintaining the given social order (Regard for earned expectations of others).

Stage Five

Right behavior is doing what is understood to have been democratically agreed upon. Respect the general welfare and right of others. Recognition that laws are to preserve human rights and that unjust laws should be changed.

Stage Six

Right is based on conscience and self-chosen ethical principles of justice (conscience as a directing agent), equality, and respect for dignity of others (Mutual trust and respect). "It is right to steal if it will save a life."

Kohlburg states that most American adults are at Stage Four. Therefore, children will be operating in the moral stages of Zero to Three.

THIS IS ME - I'M IMPORTANT

Alice Land

THIS IS ME-I'M IMPORTANT

Alice R. Land

A. INTRODUCTION

The purpose of this unit is to develop for the individual child a good self-concept. It is important because each child has unique characteristics, talents, physical features, and abilities, that contributes to the enhancement of today's society. Children need to realize their own importance and what they have to contribute to society, including contributions in citizenship, in school work, in family, and in the environment.

This unit is designed for K-3 classrooms with heterogeneous groups with diffentiated activities for the GT student. This is an appropriate unit for study by GT students because of their unique talents and abilities. They need to understand that they have even more to contribute to society. They also need the opportunity to develop their own self-concept because of their supersensitivity and egocentric feelings that are characteristic of GT students and five and six-year-olds. Learning to live with and understand oneself is important for full intellectual growth. The student will learn to cope and get control of himself/herself which is essential in order to reach their full creative and intellectual potential and develop a true sense of themselves as capable human beings.

B. OBJECTIVES

At the conclusion of this unit the student will be albe to:

1. Judge the value of himself/herself as a person.
2. Recognize his/her own uniqueness.
3. Analyze his/her own response to a certain situation.
4. Create self-respect and a sense of dignity by increasing self-Understanding.
5. Compare and contrast his/her likes and dislikes.
6. Change his/her behavior having developed self values at his/her own level.
7. Have a greater appreciation for his/her abilities as a person in society.
8. Be aware of his/her own power.
9. Be proud of his/her own talents and abilities.
10. Be able to relate his/her own differences and accept those that cannot be changed.
11. Be able to identify ways to increase his/her importance.
12. Be able to list items he/she has pride in about himself/herself.
13. Be aware of his/her importance to others.

C. ACTIVITIES

Introductory

1. Have a brainstorming session listing the things children feel that is the most important thing about themselves. To be used as a pre-test; then a post-test following unit.
2. Name five specific acts that one could do to help another person feel

good about himself (e.g., compliment, listen carefully). Name five specific acts that one might do to another that might make the other person feel bad about himself. (e.g., laugh at, leave out of a group.)

3. Ask each student to do at least two things each week for his family. Have him tell the class what he did. The students should not tell their families that this is an assignment.
4. Give a folder to each student and encourage him to personalize his own folder by coloring and pasting pictures on the cover, etc. Tell the students that his folder will be used throughout the year to gather information about themselves. Included will be classroom activities, pictures, and notes.
5. Show pictures of people that display good self-concepts. Discuss these pictures and tell what you see happening in them. Some examples of questions are: What are the people doing? How do you think the people in this picture feel? Why do you think these people are acting in this manner? What might you do in a similar situation?

SOME GT ACTIVITIES--INTRODUCTORY

1. Write an autobiography of themselves to share with class including: birthday, place of birth, parents, event of early childhood, outstanding memories, etc.
2. Students will keep a daily journal of their reactions (feelings, thoughts, behaviors) from the beginning to the end of the unit.
3. Ask each student to write a paragraph completing this sentence: "Some important things to know about me are . . .".

DEVELOPMENTAL ACTIVITIES

1. Children may bring a special possession from home to share with the class and discuss.
2. Tape record children's voices or a conversation. Play it back and have children guess who is speaking.
3. Use a full-length or hand mirrors to help children build a positive self-image. Explore individual characteristics such as: eyes, skin, clothing, hair, etc.
4. Play a game or sing a song that includes everyone's name.
5. Write an experience story or poem illustrating what they like to do best; eat; favorite thing; etc.
6. Write an experience story or poem illustrating what they hate; to do, eat, most hated thing, etc.
7. Compare the likes and dislikes explaining the reasons.
8. Show filmstrips such as, Walt Disney's, "This is You." Discuss and record what you found out about: Human beings, the 5 senses, food and the living machine.
9. Each child makes his fingerprints and compares them with three other children. The children should point out differences in fingerprints.
10. Make hand or footprints. Compare and note differences. Note that no two are alike. Only you can make that print. Comment about the use of footprints for identification of newborn infants, if this is done in

your area.

11. Use a magnifying glass to explore skin, clothing, and hair.
12. Take Polaroid camera pictures of the children to use in the classroom or as gifts for the parents.
13. Make a silhouette of each child using a flashlight or overhead projector to throw a shadow, then tracing around the shadow. This is generally done by the teacher. Children can identify the silhouettes.
14. Ask each student to draw pictures of write words that indicate ways he is like no one else and ways he is like other members in the class. Discuss why people are different, e.g., family traditions, heredity, beliefs, environment, etc.
15. Ask each student to draw pictures answering the following questions: Then ask the students to find other students who have named the same favorite food and form a group. Repeat the procedure for all questions. Point out that in some ways we are alike, but that we are all individuals. Questions: 1. What is your favorite food? 2. What is the first thing you do on Saturday morning? 3. What activity do you enjoy the most? 4. If you had a free hour right now, what would you do? 5. What scares you? 6. What makes you happy? 7. What makes you sad? 8. Who is your favorite person?
16. Ask each student to make a list of: the things he can do; things he'd like to do; and what he can do to achieve goals.
17. Ask each student to draw a picture completing this sentence, "I am good at . . ." Students should describe their drawings to the class.
18. Ask each student to draw a picture of himself/herself doing something special in his family or/and at school. "Special" implies responsibilities, saying something kind to someone, helping someone with his work, etc.
19. Complete the following sentence with a drawing or an experience story. "I feel good when someone . . ." Discuss with class.
20. The teacher makes a set of plastic eggs with a mental health message in each one. The eggs are passed out to each child. Each child reads his message to the class: "Smile and the world smiles with you." "What the world needs now is love." "Reach out and touch somebody." "You are a beautiful child." "Love is nothing unless you give it away." Whatever message the teacher wishes to convey could be placed in the egg. For variation, put in messages that could be acted out, such as: smile, wink, pat someone on the back.
21. Have the children lie on the floor and trace around the on wrapping paper. Children can paint the figure to correspond with the clothing they are wearing. They can also add facial features, skin color, etc. The figures should be displayed on classroom walls, hall, etc.
22. Invite a Safety Officer to come and show the children about fingerprinting.

DEVELOPMENTAL ACTIVITIES FOR THE GT STUDENT

1. Ask the student to complete the following sentence with four or five answers: "I am important in this class because . . ."

2. Ask each student to list and discuss things he has power over, e.g., animals, making people feel good, helping people to like him, or helping himself. Ask each student to draw a picture illustrating the use of his powers.
3. Imagine what their life styles may be as adults.
4. Make a list of 20 things in life that they would love to do. Have a class discussion and compare lists.
5. Ask each student to prepare their favorite food at home with parents' help and then share it and the recipe with the class.
6. Ask each student to talk with their parents and grandparents to compare the events of their childhood.
7. Ask each student to keep a record of their weight and height during the school year in the form of a chart. Compare charts.

D. EVALUATION

1. Brainstorm the children to see what is the most important things about themselves. (Post-test) Compare this list with the Pre-test list in Introductory activities of unit.
2. Display booklets the children have made about themselves.
3. The teacher should observe the members of the class and evaluate his/her behavior and attitudes toward self in the classroom situation.
4. Each student should draw, display and discuss his self-portrait and explain what he was thinking about as he/she created the painting.

QUESTIONS FOR DISCUSSION

1. Who are my friends? Why?
2. What was your favorite toy as a baby?
3. What is your favorite toy now?
4. What is your nickname? Do you like your name? If not, what would you like your name to be?
5. What is your favorite possession?
6. What is the funniest thing that has ever happened to you?
7. What is the silliest thing that you have ever done?
8. What is the stupidest thing you have ever done?
9. What is your favorite game?
10. What is your favorite TV program?

TEACHER TIPS

A good feeling about one's self is often considered a prerequisite to learning, or a beginning point toward achieving whatever one is capable of becoming. Each child is "special", unique, and deserves to be accepted at whatever level of development he or she has attained physically, mentally, socially, and emotionally. Many early childhood classes are enrolling children from two or more cultural groups, and many of these children have a language other than English as their first language. Also, many classes are accepting handicapped children, such as Mongoloid, cerebral palsied, deaf, mute, blind, asthmatic, epileptic, and children with heart defects, missing limbs, and emotional problems. Teachers have multiple challenges and multiple opportunities.

Professionalism should be stressed at all times. The teacher will be in

possession of privileged information about children and their families. The teacher should never discuss this information with others who are not professionally involved. If a positive or humorous incident is shared, it should be done without using a name. The incidents should be shared with the child's family in a helpful manner.

Some concepts that could be developed in this unit are:

Special Me--Name, voice, how to do something easily, what things are hard for me to do, what things I could not do as a baby, I make mistakes, who is special to me, my ideas are important, extra special needs, special days such as my birthday.

Some things belong to me--body, things it can do, family, toys, clothes, pets, friends, treasures, things I've made, thoughts, dreams, part of my time, a secret place.

I belong to someone--son, daughter, grandson, granddaughter, brother, sister, cousin, someday I'll choose a mate, I may be a mother/father or aunt/uncle, friends are someone who likes you, I am an American.

My family is special--made up of customs, beliefs, language.

I live in a special place--home, city, state, country, world.

I change by growing--bigger, fatter, slimmer, different needs, food, exercise, rest helps me grow, have a birthday each year and become one year older until I die.

I can change by pretending--wearing costume, dressing differently, different haircut, various kinds of clothes, clean, dirty, wear glasses, wear cast, "I am still Me."

I can change by getting sick/well-skin or bruise myself, I'm different until I get well, temperature, sick, look different, if I break a bone, I'm different, when I'm tired, different until rested. Sometimes cross and unhappy.

I can change by acting differently--learn better ways to show feelings, talk when I'm angry, tell someone I need help, let others know how I feel, listen to others and find out how they feel and what they think, I can work and play by myself, I can learn to work and play with others.

Some things I cannot change--I cannot change my height, skin color, sex. I may not be ables to change a handicap or problem I have but I can make it better by wearing glasses, using crutches, using a hearing aid, taking medicine, not eating certain foods, or not doing some activity.

I cannot change my family or where I live. I cannot solve problems that make my parents or guardians drink, argue, or fight. I cannot provide food, clothes, or a place to sleep for myself. I cannot keep my parents or guardians from getting a divorce, going to jail, leaving me, but I can tell someone else who could help me perhaps. These things I cannot change because they are the problems or responsibilities of grown-ups.

Until I am older I can make things better by:

1. telling my parents or guardians I love them, if I do.
2. avoiding accidents that may cause problems or make people unhappy.
3. learning to do things as well as I can, and helping when I can.
4. learning to do what I am asked.
5. knowing (realizing) that others have handicaps and problems too.

6. asking for help fro adults to do what I can do and to become what I would like to become.
7. staying with others in another place when people at home are unable to care for me or when it is not a pleasant or a happy place to be.

I can feel good about myself. I can learn to work and play with others. I can feel good when I do my share of work at home and school. Sometimes I help my friends and share things. Because we are different, we sometimes argue, disagree, or even fight. I can learn manners. I can learn to be polite. I can show others I like (love) them. Sometimes I am not proud of what I have done. I feel happier if I am allowed to help make things better by fixing what I have done and be more thoughtful or friendly the next time.

People like me better if I am friendly. I am still me. I like myself. I am proud to be me.

E. RESOURCES

1. Books for children

Adoff, Arnold, Black is Brown is Tan, New York: Harper & Row, 1973.

Cliffs, N. J.: Prentice-Hall, 1965 (read-tell)

_____, My Hands, New York: Thomas Y. Crowell, 1962.

Anglund, Joan, A Friend Is Someone Who Likes You, New York: Harcourt Brace and Jovanovich, 1966.

_____, Love Is a Special Way of Feeling. New York: Harcourt Brace Jovanovich, 1960.

_____, What Color is Love. New York: Harcourt Brace Jovanovich, 1958.

Bayer, Terry. I Have Feelings. New York: Behavorial Publications, 1971.

Brenner, Barbara. Bodies. New York: E.P. Dutton, 1973.

_____, Faces. New York: E.P. Dutton, 1970.

Brown, Margaret Wise. The Important Book. New York: Harper & Row, 1949.

Brown, Myra Berry. Sandy Signs His Name. New York: Franklin Watts, 1967. (read-tell)

Bryant, Bernice. Let's Be Friends. New York: Childrens Press, 1954.

Caines, Jeanette. Abby. New York: Harper & Row, 1973.

Carlson, Bernice. Let's Pretend It Happened to You. New York: Four Winds Press, 1974. (read-tell)

Clark, Ann Nolan. In My Mother's House. New York: Viking Press, 1941.

Clifton, Lucille. Don't You Remember? New York: E.P. Dutton, 1973.

Clure, Beth and Helen Rumsey, Bowmar Manipulative Books (set of eight). How Does It Feel?, Me!, Things I Like to Do, Through the Day. Glendale, Calif.: Bowmar Publishing, 1968.

de Paola, Tomie. Andy (That's My Name). Englewood Cliffs, N.J., Prentice-Hall, 1973.

Ets, Marie H. Just Me. New York: Viking press, 1965 (paper).

_____, Talking Without Words (I Can, Can You?). New York: Viking Press 1968.

Evans, Eva. All About Us. New York: Western Publishing, 1947 (paper).

Flack, Marjorie. Ask Mr. Bear. New York: Macmillan, 1932 (paper, 1971).

Fritz, Jean. Growing Up. Eau Claire, Wis.: E.M. Hale, 1956.
Fujikawa, Gyo. A Child's Book of Poems. New York: Grosset & Dunlap, 1972.
Gay, Zhenya. What's your Name? New York: Viking Press, 1975.
Green, Mary McBurney. Is It Hard? Is It Easy? Reading, Mass.: Addison-Wesley, 1960.

Grossman, Barney and Gladys Groom. Black Means . . .? New York: Hill & Wang, 1970.
Kafka, Sherry. Big Enough. New York: Putnam, 1970.
Keats, Ezra Jack. Goggles. New York: Macmillan, 1969 (paper, 1971).
_____, Jennie's Hat. New York: Harper & Row, 1966.
_____, Peter's Chair. New York: Harper & Row, 1967.
_____, Whistle for Willie. New York: Viking Press, 1964 (paper, 1969).
Klein, Norma. Girls Can Be Anything. New York: E.P. Dutton, 1973.
Krasilovsky, Phyllis. The Girl Who Was a Cowboy. Garden City, N.Y., Doubleday, 1965.
Krauss, Ruth. A Very Special House. New York: Harper & Row, 1953.
_____, The Growing Story. New York: Harper & Row, 1947.
Lasker, Joe. He's My Brother. Chicago, Ill.: Albert Whitman, 1974.
Leaf, Munro. Who Cares? I Do. Philadelphia, Pa.: J. B. Lippincott, 1971.
Lenski, Lois. Big Little Davy. New York: Walck, 1956.
_____, Debbie Herself. New York: Walck, 1969.
_____, Debbie Goes to Nursery School. New York: Walck, 1970.
_____, Let's Play House. New York: Walck, 1944.
Levy, Elizabeth. Nice Little Girls. New York: Delacorte Press, 1974.
McGovern, Ann. Black Is Beautiful. New York: Four Winds, 1969.
Miriam, Eve. Boys and Girls, Girls and Boys. New York: Holt, Rinehart, & Winston, 1972.
Molarsky, Osmond. Right Thumb, Left Thumb. Reading Mass.: Addison-Wesley, 1969.
Rand, Ann. I Know a Lot of Things. New York: Harcourt Brace Jovanovich, 1956.
Schneider, N. While Suzie Sleeps. Reading Mass.: Addison-Wesley, 1948.
Scott, Ann Herbert. On Mother's Lap. New York: McGraw-Hill, 1972.
Slobodkin, L. Excuse Me! Certainly! New York: Vanguard Press, 1959.
_____, Magic Michael. New York: Macmillan, 1973 (paper).
_____, Thank You, You're Welcome. New York: Vanguard Press, 1957.
Sonneborn, Ruth A. Friday Night is Papa Night. New York: Viking Press, 1970.
Stein, Sarah B.. Making Babies. New York: Walker and Company, 1974.
Tucker, David. Something Special. New York: Grosset & Dunlap, 1970.
Wells, Rosemary. Noisy Nora. New York: Dial Press, 1973.
Wilson, Julia. Beckky. New York: Thomas Y. Crowell, 1966.
Woodard, Carol. It's Nice to Have a Special Friend. Philadelphia, Pa.: Fortress Press, 1970.
Yi, Yang and Ko Liang. I Am on Duty Today. Peking: Foreign Language Press, 1969.
Zolotow, Charlotte. William's Doll. New York: Harper & Row, 1972.

2. Teacher resources

Cooper, Terry Toul and Marilyn Ratner. Many Hands Cooking: An International Cookbook for Boys and Girls. New York: Thomas Y. Crowell, 1974 (also available form UNICEF).

Flemming, Bonnie Mack and Darlene Softley Hamilton. Resources for Creative Teaching in Early Childhood Education. New York: Harcourt Brace Jonvanovich, Inc., 1977.

Frye, Robert and Peggy Rockness. Life Skills for Health, Focus on Mental Health, K-3. Division of Health Safety, and Physical Education, North Carolina Dept. of Public Instruction, 1974.

Harrison, Barbara G. Unlearning the Lie: Sexism in School. New York: Liveright Publishing, 1973.

Klagsburn, Francine. Free to Be . . . You and Me. New York: McGraw-Hill, 1974.

Latimer, Bettye. Starting Out Right: Choosing Books About Black People for Young Children. Washington, D.C.: Day Care and Child Development Council of America, 1972, (paper).

Price, Christine. Happy Days: Book of Birthdays, Name Days, and Growing Pains. New York: U.S. Committee for UNICEF, 1969.

Young, Ethel. The Nursery School Program for Culturally Different Children. Menlo Park, Calif.: Pacific Coast Publishers, 1965 (paper).

3. Pictures and Displays

Picture packets: "Children Around the World"

Study prints: "Moods and Emotions"
"Understanding My Needs"
"Developing My Values"

WHAT'S IN IT FOR ME?

Nancy Whisenhunt

WHAT'S IN IT FOR ME?

Nancy Whisenhunt

INTRODUCTION

Total accumulated knowledge increases substantially with each generation. This wealth of knowledge is so vast that it is impossible to have recall of even a minute portion. Students should be able to choose and evaluate the resources available in order to discover this information.

By developing the research skills, the student must engage in critical thinking. The student will collect, arrange and organize facts which have been selected and evaluated. These processes are valuable in all areas of creative thinking. The student can further expand his thinking skills through the use of these techniques.

The development of research skills is often neglected. Many students lack the basic independent skills necessary for a successful research project. It can not be assumed that students have acquired these skills independently. These skills need to be taught and followed by their application before requiring research projects. Since gifted children are often required to do extensive research, this unit is of specific importance to them.

This unit is designed for the elementary school student in grades 1-3. It is assumed that the student is aware of the care and responsibility involved in using books. The student also knows the procedure for borrowing and returning materials.

OBJECTIVES

At the conclusion of this unit, the student should be able to:

1. Locate and evaluate information in a book. (2-6)
2. Identify the copyright date. (2)
3. Differentiate between fiction and non-fiction. (4)
4. Understand the function of a set of encyclopedias. (2)
5. Locate title, author and subject of books using the card catalogue. (2)
6. Differentiate between fact and opinion. (4)
7. Collect and organize data. (5)
8. Apply research skills in new situations. (3)
9. Analyze material and determine what is significant and less significant material. (4)
10. Organize thoughts and facts in order to write and present a well-organized and sequestial report. (5)
11. Paraphrase the material after reading an article or book. (5)
12. Summarize the ideas following the reading of an article or chapter. (5)
13. Examine critically the qualities of what is being studied. (6)
14. Have developed an interest in and commitment to a topic, area of study or learning in general.
15. Be respectful of facts and the need for facts.

These objectives have been coded according to Bloom's taxonomy.

INTRODUCTORY ACTIVITIES

1. Design and present an information fair. Set up exhibits in the classroom of all the different types of research media available-both print and non-print. You may have the media-specialist have a short explanation about each type of media. Then have the children give awards to the different media (e.g. the fattest book, the smallest piece of media, etc.). The students can define the categories of the awards and make an oral presentation of them.

2. Select a popular title such as Sleeping Beauty. Present all available print and non-print examples of this title. Have the students compare and contrast the different interpretations each media offers. The students can determine which media would be most effective in different situations (e.g. in a car, for an individual who was sick in bed, etc.).

3. Invite someone from a research department to visit the class. Before he arrives, the students can formulate questions for an interview concerning his research. Have him bring examples of his research and present them to the class.

DEVELOPMENTAL ACTIVITIES

1. Identify the parts of a book with the student- title, author, illustrator, contents, index. Present a very brief explanation of each. As you read books to the children, point out these parts to them.
2. Read a short fiction book to the class or small group. Have the students create their own titles for the story. Then tell the students the actual title of the book. The students can proposethe reasons why they think the author choose that particular title.
3. Play the game "What Part". Appendix
4. Read a short biographical sketch of the early life of a famous writer to the class. The writer would not be identified. The class would then predict the different things that might have happened to the author. The character is revealed after the discussion. The students then compare their ideas and the actual facts.
5. Divide the class into small groups. Each group will choose an author. They will collect books written by their author. The group will then plan a presentation to introduce their author to the class.
6. Discuss the basic meanings of fiction and non-fiction. Have the children offer examples of each. After discussion provide a list of subjects (ex. Indians, Mexico). They will create titles for books that would be included in non-fiction and fiction sections.
7. Show the class examples of different illustrations. Let the class guess what types of media were used to make the illustrations. Compare and

contrast the different media. Have them determine their favorites and explain the basis for their choice.

8. The student will illustrate a sentence only using one color. He/she will experiment with the intensity of color and shading.
9. The student will select a broad topic (eg. dogs, weather). The child will list the various topics which would relate to the subject and be included in an index.

DEVELOPMENTAL ACTIVITIES (cont.)

10. Make a list of ten or more different kinds of pets. Classify your list of pets. Discuss why you grouped the pets in this way. What other ways might have these pets been grouped?
11. Find the table of contents. Determine how many chapters are in the book. The student will choose a chapter, using the table of contents, that looks interesting to him and analyze the reasons for his choice. He/she will then read the chapter and evaluate his/her choice.
12. Discuss the copyright date. What does it mean? Write the copyright office in the Library of Congress to obtain information concerning the regulations of a copyright. What are the procedures for securing a copyright?
13. In simple and brief terms, explain the parts of the card catalogue to the students. The student should be aware of the items located on the card.
14. Using the subject cards, the student must locate all the books pertaining to that subject. The student will then evaluate the book according to various criteria. (eg. The book published most recently, the book the student can read independently). The students will establish their own criteria.
15. Given an author, the student will locate all the books written by this author using the card catalogue. Speculate about the reasons the author had for writing these books. What were the author's special interests?
16. Each student will receive cards from the card catalogue with the title of the book omitted. The students will create possible titles of the books by using the information in the summary.
17. The students will chose a topic of interest (birds, insects). Using just the information in the card catalogue they will choose 2 books they would like to read. Locate the books. They will evaluate their choice and determine the criteria they used for making their choice (eg. sounded interesting, had just a few pages, etc.)
18. Allow the students free time to browse through the encyclopedias. Have the children determine the ways that encyclopedias differ from other books.

DEVELOPMENTAL ACTIVITIES (cont.)

19. Provide a list of questions (eg. What is the population of Norway). The students will determine the subject topic. Then the students will

refer to this topic in the encyclopedia as a self-check.

20. Have the student select a topic of interest and find it in the encyclopedia. After providing sufficient time for reading, the student will close the book and write a summary of what he has read. Determine if they are (1) as brief as possible, (2) cover the most important events, (3) leave out opinions, (4) leave out unimportant details.
21. Show photographs of a sport event. Have the students write 3 statements they assume or imagine might be happening in the picture. Then read about the subject in the encyclopedia. Compare your assumptions and the actual facts.
22. Read a short story. Criticize the story. show reasons for your criticisms. What did you base your judgements on?
23. Have the students evaluate a book they have just read. List all the good points. List all the bad points. Would you recommend it to your friend? Why or why not?
24. Pose the question "If you could help the librarian order 3 books by one author which author and books would you select?". What are the things you would consider and why?
25. Write a paragraph about the likes and dislikes of a student in the class. Interview the student. Were your assumptions or opinions correct? Rewrite the paragraph leaving out your assumptions and substitute the facts.
26. Have the children read two biographies of two famous people. List the qualities of the two famous people. Compare and contrast the qualities between the two people.

CULMINATING ACTIVITIES

1. Plant a seed. Watch it grow over several weeks. Measure and observe its growth. Make conclusions about its growth from what you have observed. Now, read about seeds. How are your conclusions the same or different? What additional information may have helped you in your observations? What would you do differently or the same the next time?

2. The class will be divided into small groups. The groups will be asked to design a mystery. After reading and researching mystery novels, the student groups will present an unsolved crime. There is on victim, many suspects and many clues. The class will participate in choosing solutions to the mystery using the various clues and suspects. The class will explain the logic used in their decisions.

3. Possible field trips as culminating activities:
   a book bindery
   a print shop
   a research lab

EVALUATION ACTIVITIES

1. The students will write a book about a subject that interests them. The student will do the necessary research for writing the book. They will locate, organize, and record the information for the book. The book should also include a title page, table of contents and index. The student should design the cover and illustrations. After the book is completed, the student should imagine that he/she is a book salesman. The student will prepare a poster and a sales pitch to promote the book. There will be time for an oral presentation of the sales pitch for the class. The class will vote on the books according to their likes and dislikes. Then the votes will be tabulated and a best seller list compiled. The students will evaluate their choices and discuss the criteria they used for their choice.

2. Have the children read a poem. Then the students write summary of the poem in four lines. Being concise and factual. Evaluate the summary- 1. has four lines 2. major ideas are included 3. omits unimportant details 4. omits opinions.

3. Each small group will select a topic of interest. The group will throughly search through books and materials concerning this subject. The children pose the questions they would like answered. The group will organize and present a oral presentation to the class. Visual aides should be used in the presentation. The other groups then ask questions of the presenters about their subject. The presenters will be evaluated on how well they could answer the questions concerning their area of research.

4. The class will design an evaluation tool used to evaluate the authenticity of research.

QUESTIONS FOR DISCUSSION

1. If you were purchasing a book for _____ (a pre-schooler, a stamp collector, etc.), what book would you choose? Why?

2. What makes a book a best-seller?

3. What would be some ways we could find a book if we did not have a card catalogue?

4. Why is an arrangement of books by authors important? What are some other ways we could arrange the books?

5. Why do some authors just write children's books?

6. Are there any books that do not need pictures?

7. What kind of books are your favorites? Do you think your favorites will change as you grow older? Why?

8. What kind of book would a giant need? Where would he keep it? What would happen when he turned the pages?

9. Why is it important to make sure our facts are correct when writing a research paper?

10. Why are some books more valuable than others?

11. If you were going to the moon what five books would you take and why? If moonmen came to earth which five books would they choose and why?

12. Why is research important?

13. When we look out the window in the morning, what questions do we ask? What conclusions do we draw and how do we use our research?

VALUE RELATED QUESTIONS FOR DISCUSSION

1. What is plagerism? How do you feel when someone copies your ideas?

2. If you are researching a person, should you let him know what you are doing and why?

3. Should you take pictures of someone without their permission?

4. Is it fair to experiment on animals for research?

5. Would you let someone experiment on you if they were doing scientific research? Why or why not?

6. If you were sick, would you take an experimental drug that could help someone's research?

7. If you didn't have a library card and you really needed a book for school the next day, what would you do?

8. If you discovered a deadly germ in your research and someone would pay you a million dollars for it, what would you do?

DIFFERENTIATED RESEARCH PROJECTS

1. What are some discoveries that have been made in the last five years through research? How have they affected our lives? Predict some discoveries that may happen in the next five years?

2. Design a new organizational system for the library.

3. Research the steps you would take to have a research project of your published.

4. Design a library building for someone who is in a wheelchair.

5. Make a filmstrip or a slide presentation using filmstrips or slides that you have made about a subject that interests you. Write a script and present it to the class.

6. What inventions in the last 10 years have made research easier? What new inventions are needed to make research easier?

7. Before a new drug can be sold, what kinds of research must be done? How long does it take?

8. What are some dangerous kinds of research? Why do people do dangerous research when they run the risk of being hurt?

9. Compare 3 science books that have been published 10 years apart. What information has been added and deleted? What information do you think will be included in the future? Why is it important for science books to be current?

10. Read a book that has been made into a current movie. Draw a picture of the characters and scenes from the book as you imagined them. Then go see the movie. Compare and contrast what you imagined and what you saw. Judge which way you enjoyed the story more.

HOMELEARNING ACTIVITIES

1. When your child asks a question, do not just answer, say "Let's look it up" and do.

2. Have a dictionary handy to use with the child to discover the spelling and meanings of words.

3. Before you try a new product, engage your child in research about it. How long has it been on the market? What does the product claim to do? etc.

4. After reading with the child, have him/her recall what he/she read in a few words.

5. After watching a T.V. program help your child outline the events that happened.

6. Let your child organize your grocery list into various categories. Let your child determine the categories.

7. Before you take a trip, go to the library with your child and research the area you are planning to visit. Decide what looks interesting and prioritize your steps.

8. Read a book of one author for a week. Which books did he/she like best? Why? Research together the author.

9. Look at pictures with your child. Have them summarize the information in the picture in just one sentence.

10. Provide research materials in the home and use them to find answers.

11. Have your child pose questions about a specific subject and then try to find the answers together.

APPENDIX A

"WHAT PART"

This team game provides practice in identifying the following parts of a book: cover, spine, spine label, title page, title, author, illustrator, publisher, place of publication, and date of publication. Games stimulate interest in review tasks.

TIME: 30-minute sessions

MATERIALS: Slips of paper with the name of a different part of a book on each.

PREPARATION: For several weeks, at the beginning of a story reading, introduce the parts of a book. Introduce one or two each week until all have been identified. Make up the slips of paper with the name of a different part of a book on each.

ACTIVITY DIRECTIONS: Have the parts of a book listed on separate slips of paper. Divide the class into two teams. Choose a player from each team to start the game. Have the children draw one slip of paper with a part of book and describe the part to their teammates. The first team to guess the part correctly wins a point. In case of a tie, both teams get a point. The child with the correct answer takes the next turn to represent a part of a book for his or her team to guess. Continue until all of the parts are given at least twice and all of the children have had a turn. At the end of the game, the team with the most points wins.

VARIATION: Role playing, as in the game of charades, may be used to demonstrate the parts of a book instead of depicting it in a word description.

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THE VERDICT PLEASE:

JUDGING CHARACTERS IN FAIRY TALES

Rachel Bowman

THE VERDICT PLEASE: JUDGING CHARACTERS IN FAIRY TALES

Rachel Bowman

INTRODUCTION

Through the history of modern man, the fairy tale has long served as a source of enrichment and enjoyment for both the young and the old. The simple, straightforward manner of the fairy tale would on the surface seem to lend itself to little more than entertainment to the young. However, much can be learned through the careful study and analysis of traditional fairy tales.

Bruno BettÁlheim in The Uses of Enchantment: The Meaning of Fairy Tales states that fairy tales allow children to learn about human progress and about possible solutions to human problems. One of the major problems confronting our society today is that of crime. Children are affected by crime directly or indirectly almost every day of their lives. Seldom does a child read a book or newspaper or watch a television program in which crime, evil, or injustice is not mentioned.

Bettelheim futher contends that fairy tales are excellent vehicles for conveying the advantages of moral behavior. Fairy tales present characters that are both good and bad. Children gain the understanding that crime is bad and that crime does not pay through the study of fairy tales. Children learn to identify with the heroes of fairy tales and reject the villains.

The study of fairy tale criminals and villains is an especially important topic for study for the gifted because it encourages the use of higher level thinking skills and higher levels of moral development. The gifted student is generally capable of thinking and reasoning at higher stages of moral development. The gifted student is also generally concerned and interested in the principles of justice, equality, and fair play.

We assume that our gifted children will possibly one day be the leaders of our nation. The children certainly have the potential to be leaders and it is important to channel their leadership energies in positive directions. By giving our gifted an understanding of our judicial system and the decision processes involved in law, we will be making important steps in determining the future of our society. Through the study of law as it would apply to fairy tale characters, we can facilitate the gifted in developing the skills of higher level thinking, moral thinking, and leadership abilities that they will need to function in the future.

This unit is designed to be used with students in grades two through six in the gifted program. It could easily be adapted for students in the regular classroom.

OBJECTIVES

At the conclusion of this unit, the student will be able to:

1. Demonstrate a basic understanding of our laws and judicial system

2. Evaluate the actions of the characters in a fairy tale for possible criminal actions through understanding of laws

3. Discuss and support his/her opinions concerning justice as presented in fairy tales. e.g. Should Goldilocks be punished for breaking into the Bears' home?

4. Predict how fairy tale characters would have been treated by our judicial system today based upon the student's acquired knowledge of law

5. Create new endings for traditional fairy tales. e.g. Goldilocks may be arrested for breaking and entering, vandalism, etc. Modern day elements could be incorporated into stories such as Jack flees from the Giant in his private jet, etc.

6. Write a modern-day fairy tale depicting his/her own sense of ethics

7. Realize that although he/she may not agree with some laws, all persons must comply with them for the good of society

8. Creatively present a fairy tale to an audience depicting how the students feel the law should apply to the actions of the fairy tale characters. For example, students might stage a production of Jack and the Beanstalk including student written scenes depicting policement arresting Jack, a courtroom scene, etc.

9. Utilize creative expression through role play to futher explore and analyze the motives and actions of fairy tale characters

10. Analyze the motives of fairy tale characters through the use of critical thinking skills

INTRODUCTORY ACTIVITIES

1. Display pictures of judicial symbols and terms in the classroom. discuss the meaning of these symbols and terms. If students are not familiar with the symbols and terms, students may use reference books to locate this information in the classroom or media center.

2. Invite the following persons affiliated with law to your classroom to speak to the students about their work:

   a. Attorney (Joel Harbinson, William Sigmon)
   b. Judge (Kimberly Harbinson)
   c. District Attorney (Butch Zimmerman)

d. Repay officer (Don Sisk)
e. SBI agent (Roy Brown)
f. Police officer or Sheriff (Tom Bebber, Johnson L. Ritchie)

Have students prepare questions to be answered before the visits.

3. Read the story "Goldilocks and the Three Bears." Discuss the story in terms of our laws. Evaluate the story in terms of the following:

   a. What actions of the characters may have been in violation of our laws?
   b. What were the underlying motives of the characters?
   c. Were the characters treated fairly in the story?

   Have students locate passages in the story to support their answers.

4. Lead a class discussion about different types of laws and rules such as classroom, school, home, state, and federal.

5. Present a variety of fairy tales to the class through story telling. (See Appendix A)

6. Read different versions of the same fairy tale aloud to the class. Have the students contrast and compare the different versions for similarities and differences.

7. Have students view one of the following programs from the North Carolina Department of Public Instruction school television series From the Brothers Grimm:

   a. "The Goose Girl"
   b. "The Frog Prince"
   c. "Rapunzel"
   d. "Hansel and Gretel"

   Have students analyze the story in terms of the criteria listed in activity 3 listed above.

DEVELOPMENTAL ACTIVITIES

1. Attend a session of court at the local courthouse. Have students record what they observe. Have students write their reactions to what they observed and discuss in class.

2. Have students discuss the topic of "justice". Students will develop their own definitions of "justice".

3. Students will discuss the rights of citizens in relation to the rights of law offenders. Have students list the rights each group has. Students should be

encouraged to express an opinion concerning rights and should be asked to support their opinions.

4. Have students discuss the idea of law offenders making restitution to their victims for their crimes. Have the students decide if restitution is good for deterring crime.

5. Students will select a fairy tale to read independently from the following list:

   a. "Jack and the Beanstalk"
   b. "Cinderella"
   c. "Hansel and Gretel"
   d. "The Three Billy Goats Gruff"
   e. "Beauty and the Beast"
   f. "The Three Pigs"
   g. "Little Red Riding Hood"

   Students will analyze the actions of the fairy tale characters in terms of our current laws using the following criteria:

   a. Which laws may have been violated?
   b. What would be reasonable punishment for the crime(s)?
   c. Is restitution necessary?
   d. What would be an appropriate form of restitution?
   e. What rights did the victim have?
   f. What rights did the law offender have?
   g. Was the justice given in the story adequate?

6. Students will select a fairy tale to present to the class by story telling. Students should be encouraged to present the story creatively with the use of flannel board, puppets, sound effects, etc.

7. Make puppets or marionettes depicting fairy tale characters. Visit children's author/illustrator Gail Haley's museum at Appalachian State University, Boone, N. C. or invite Ms. Haley to your classroom to discuss puppet-making. If these activities are not possible, have students write letters to Ms. Haley and send photographs of their student-made puppets.

8. Make a filmstrip for the overhead projector. Overhead projector filmstrips are made by cutting acetate transparency film into strips (4" x 10") and taping together. Students should draw illustrations on the transparency film with permanent audio-visual markers. Students may narrate the story as it is shown or make a recording of the narration.

CULMINATING ACTIVITIES

1. Have students simulate a session of court bringing fairy tale criminals to trial. Students will role play the fairy tale characters, judges, lawyers, jury, etc. Video tape the role playing and review with the students.

2. Students will re-write the ending to the story "Goldilocks and the Three Bears" including the arrest and trial of Goldilocks and present the story as a play. Students should be involved in creating scenery, costumes, and props. The play may be presented to an audience of students or parents and should be recorded on video tape for review by the class if possible.

3. Students will develop a fairy tale trivia game using information about characters for the clues.

4. Students will create a newspaper composed of news articles about fairy tale crimes. The newspaper should contain news articles with accounts of arrests, trials, etc. Students should also include illustrations of photographs if possible. If a computer is available for student use, students may use The Newsroom computer software program or a similar computer in-house publishing software program in this activity.

5. Re-create a newscast or television talk show where fairy tale criminals and victims are interviewed. Video tape the program if possible for critique by the class.

6. Play "To Tell the Truth" with fairy tale characters using the same format as the television game show. Three students will be given role cards. The remaining students in the class will ask questions of the students and will determine who is telling the truth based on their knowledge of fairy tales.

7. Have students dress as a favorite fairy tale character.

8. Have students pantomine the actions of famous fairy tale characters. Students in the class will guess the identity of the characters.

EVALUATIVE ACTIVITIES

1. Select a traditional fairy tale and write a new ending for the story. Stories should include the justice you feel the characters might have received in a court of law. If a computer and printer are available, have the students write and print their stories using a word processing software program.

2. Re-write a fairy tale from another character's point of view. Examples of stories that could be written are:

a. "Cinderella: from the step-mother's point of view
b. "The Three Billy Goats Gruff" from the troll's point of view
c. "Jack and the Beanstalk" from the giant's point of view
d. "The Three Little Pigs" from the wolf's point of view
e. "Snow White" from the witch's point of view
f. "Hansel and Gretel" from the step-mother's point of view

Students may use a computer, printer, and work processing software program to write and print stories if they are available.

3. Document the number of times during a week (self-report by student) that you must comply with laws. Designate the law by type (school, home, legal, etc.). Graph the data collected and display in the classroom.

4. Select a law or rule you feel should be changed. Write a letter to the editor of the local newspaper stating your opinion supported by data. Students may select a school issue and direct their letters to the editor of the school newspaper.

5. Have students complete the activity "Hansel and Gretel" in Fact, Fantasy, and Folklore, pp. 37-47. (See Appendix B)

6. Have students complete the activity "Rumpelstiltskin" in Fact, Fantasy, and Folklore, pp. 61-67. (See Appendix C)

7. Have students compile a set of school rules that they feel would be fair for all students in the school. Present the rules to the student council or school principal for consideration.

APPENDIX A
RECOMMENDED REFERENCES

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6. De Regniers, Beatrice Schenk. Red Riding Hood, illustrated by Edward Gorey. Atheneum, 1972.

7. Evans, C. S. Cinderella, illustrated by Arthur Rackham. Viking, 1972(1919).

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24. Sekorova, Dagmar, compiler. European Fairy Tales, illustrated by Mirko Hanak. Lothrop, 1971.

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TEACHER AIDES

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2. Bauer, Caroline. Handbook for Storytellers. Chicago: American Library Association, 1977.

3. Ross, Ramon Royal. Storyteller. 2d ed. Columbus, Ohio: Merrill, 1980.

4. Siks, Geraldine. Drama With Children. New York: Harper & Row, 1977.

5. Lipson, Greta B. and Baxter Morrison. Fact, Fantasy, and Folklore. Good Apple, 1977.

APPENDIX B

Lipson, Greta B. and Baxter Morrison, Fact, Fantasy, and Folklore, Good apple, 1977, p. 37-47.

Summary

The activity "Hansel and Gretel" explores the idea of making conclusions about the character of people based on hearsay and our general impressions of them. General background information is given about the plot, theme, setting, and characters of the story.

The major activity of this chapter is staging of a trial for Hansel and Gretel to determine if they are guilty or innocent of killing Mrs. Salem, the old lady considered to be a witch. Explicit directions are given to the teacher for methods of conducting the trial which will require students to use critical thinking skills in responding to questions raised during the trial.

Related activities include dictionary work, writing mystery want ads, and open-ended questions requiring students to analyze the story further before making responses.

APPENDIX C

Lipson, Greta B. and Baxter Morrison. Fact, Fantasy, and Folklore, Good Apple, 1977, p. 61-67.

Summary

The activity "Rumplestiltskin" requires students to determine who the real villain is in the fairy tale. Students usually consider Rumpelstiltskin to be the villain. In this activity, students will consider all characters and will decide if there are multiple villains in this fairy tale. The students are to be given cards defining a role to be played. The students will then role play the story of "Rumplestiltskin" and then determine who the villain(s) might be.

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CREATIVE COMMUNICATION WITH SYMBOLS

Diana Burch

Creative Communication With Symbols
Diana Burch

Throughout our lives we are called upon to communicate our needs and wants in order to survive. Symbols are our oldest and most basic form of communication. Some symbols are visual and others, such as the spoken word and music, are auditory. Gestures also play an important role in communication by adding visual cues to messages being exchanged.

The purpose of this unit is to help students communicate more effectively through the understanding and use of symbols. As people have more interaction, they must be able to send and receive messages in a manner which will be beneficial to everyone involved. Symbols make it possible to simplify and compress communication, and increasingly our communication process is using symbols.

Gifted students will be able to accept leadership roles, and it will be to our advantage if they are prepared with the appropriate tools of communication. This unit is prepared to be an instrument for increasing the understanding and use of visual symbols in communication. The study of gestures, music, and literary symbols is recommended for additional research and planning to teachers interested in expanding the study of communication.

Communication skills are stressed in the Basic Education Program for North Carolina's Public Schools. Creative Communication With Symbols is a very appropriate unit for meeting the educational needs of gifted students and is suitable for any grade level.

Objectives: Students will

1. list political, historical, patriotic, religious, industrial, and holiday symbols.
2. recognize and illustrate symbols they encounter on a daily basis.
3. recognize symbols which stand for strength.
4. illustrate and know the significance of state, national, and international symbols.
5. be able to distinguish purposes of different symbols.
6. discuss historical events and how the particular symbol came to represent the event.
7. examine the meaning behind religious symbols.
8. be able to recognize what profession a symbol represents.
9. examine symbols of the armed forces and create more appropriate symbols.
10. evaluate the need for symbols to be revised and updated.
11. examine the use of symbols in advertisement.
12. prepare projects to illustrate how symbols compress information.
13. will design appropriate logos for commercial use.
14. will create better safety symbols.
15. compare symbols associated with sports and recreational activities.
16. be able to apply symbols used by meteorologists and prepare weather charts.

Activities

Introductory

1. Students divide into groups of three.
   a. List as many mathematical symbols as you can.
   b. List as many sport symbols as you can.
   c. List as many health and safety symbols as you can.

2. The word holiday describes any declared day of rest and celebration. Holidays can be frivolous or very serious. Some holidays celebrate planting time and harvest time. Other holidays celebrate historic events, birthdates of significant leaders, and important religious events.
   a. Choose a holiday (see Appendix) to research. Prepare a chart to show the symbols associated with the holiday. Explain how the symbols came to represent the holiday.
   b. Collect symbols for different holidays from advertisements and greeting cards. Create a collage to represent a year of holidays.

3. Locate logos for different businesses fro the yellow pages of the telephone book. Sketch the logos and create a booklet to explain the types of businesses and industries in your community.

4. Choose a business you would like to set up. Interview someone in your community who is in that area and decide the things you would need to get started. How much would it cost? Will you have to borrow money from the bank? How will your business be represented when you advertise? Present your findings on a chart.

5. Examine the use of symbols in the daily weather report. Tape a weather report on a tape recorder. Give each student a new map to complete with symbols based upon the recorded forecast.

6. Design a map and create names for the symbols.

7. Prepare a map of the United States showing a famous discovery, invention, creation, or natural resource from each state. Use a symbol to represent the thing of importance, eg. gold at Sutter's Mill, the Sear's Building, Mt. Rushmore.

8. Research the work of a famous cartoonist. Discuss how cartoonists use symbols to communicate messages. Cut out photographs of people or animals from newspapers or magazines. Label them with appropriate comic strip symbols or words.

9. Discuss the lives of hobos. They use symbols to draw on fences, sidewalks, trees, or poles to tell the next hobo what to expect in the town. Students create hobo messages.

Developmental

1. Prepare a diary of all the symbols you see and use for one week. Write a theme explaining how the symbol was helpful. Could the symbols be misleading? Explain.

2. Create a picture book about careers for young students. Use sketches or pictures from magazines.

3. Examine the need for symbols to be revised and update. Invite a representative from an advertising agency to discuss the need to remain knowledgeable of what is current to attract consumer's attention.

4. Examine the life of a famous personality. Prepare a mural depicting important events in his/her life. Create symbols to represent the contributions they made.

5. Discuss the gift of the Statue of Liberty. Write a theme about where it came from, who made it, and who gave it to the U.S. What words are inscribed upon it? What does the inscription mean? Discuss the ideals the Statue communicates to Americans and immigrants.

6. Create a symbolic poster for the statement "The U.S. is a melting pot."

7. Create a class bulletin board by bringing in newspaper clippings and magazine articles on roles being performed by the President of the United States. Pin them to the board and identify the role the President is playing in each case;
    1. Chief Executive
    2. Commander in Chief
    3. Chief of Party
    4. Watchdog of the Economy
    5. Chief Diplomat
    6. Chief of State
    7. Chief Legislator

    Students prepare a booklet designing a hat for each role the President assumes.

8. Locate a list of Nobel Prize winners during the past five years. Sketch a representation of the winner's achievement's.

9. Locate information about religious symbols. Prepare a presentation about your findings for the class. You may want to make a cassette

recording, mural, chart, booklet, etc.

10. Compare and contrast the flags of different relief organizations of the worlD. Discuss the messages that these flags communicate.

11. Research the flag, symbol, and motto of a state. Write a theme describing the reason the symbol was chosen and what it represents.

12. Choose a branch of the armed forces. Sketch the symbol that represents your choice. Design a booklet to show the changes that have occurred in the representation. Air transportation has taken the place of horses. Think of other examples. Include other information about changes in the armed forces.

Culminating

1. Create a newspaper from an Indian's point of view describing the influences of the White Man on your environment. How does he travel? What foods are new to you? What are those evil things he used to make his work easier? What negative and/or positive influences is he having? You can write very little, but you have used illustrations for years.

2. Provide directions for medication dosages to be used by persons who are new to the country or cannot read. Invite a pharmacist to come to a class and discuss how he/she deals with this problem. Would a rebus be effective? Have the pharmacist choose effective communications from the classroom examples.

3. Propose a new holiday that needs to be observed. Create symbols that will be associated with the holiday.

4. Create awards for classmates and teachers such as true friend, most patient teacher, most studious, class clown, etc.

5. Plan a trip across the United States. Create symbols for cities and states to be used by nonreaders. You may want to work with a partner to prepare your map.

Evaluative

1. You are in charge of the grounds of the Olympic Games. You are to design signs for contestants to be able to report to the correct event. Create signs which will be symbolic of the event.

2. The U.S. needs a new brochure to attract foreign industry. Design an

effective brochure to be sent to other countries describing the benefits of bringing industries to the U.S.

3. Design new highway signs. Invite a member of the N.C. Department of Transportation to choose the best sign.

4. Design a symbol for the new N.B.A. team being formed in Charlotte. Invite George Shinn to evaluate the symbols.

5. Discuss the methods advertising agencies use to promote products. Choose a product to advertise. Set up your campaign using magazines, newspaper, radio, and television spots. After completing the projects, invite an advertising representative to judge the work to award a contract to the best agency. Note to teacher-Agency from Interact is a very good source.

6. Write a theme defending the use of symbols as a form of communication.

7. The Olympics were formed to foster world peace and friendship. Write a theme evaluating the effectiveness of the Olympics in meeting these objectives.

8. Create a new bird symbol for the U.S. Invite a representative from an Ornithologist society to judge the most effective symbol.

Resources

AGENCY-a simulation of competing advertising agencies utilizing various communication skills
By Interact
Box 262
Lakeside, California 92040

Appalachian Poster Advertising Co.
2510 Norwood St., N.W.
Lenoir, N.C. 28645

Career Education by Good Apple

Don't Teach Me-Let Me Learn by D.O.K. Publishers, Inc.
Buffalo, N.Y. 14214

Duke Power Co. Publications and films
Educational Services
P.O. Box 33189
Charlotte, N.C. 28202

Eastern National Parks and Monument Association
339 Walnut Street
Philadelphia, P.A. 19106

Easter Seal Agency
15 Church Street
Asheville, N.C. 28802

Immigration and Naturalization
1430 Peachtree St., N.W.
Atlanta, Ga. 30309

Kid's America by Steven Caney
Workman Publishing Co. New York, N.Y.
Modern Talking Picture Service-social studies and current events free loan of films and video cassettes
5000 Park Street North
St. Petersburg, Fla. 33709

My Travel Log by Good Apple

National Archives Trust Fund
General Services Administration
Washington, D.C. 20408
inexpensive reproductions of authenic resources such as pictures and documents

National Audio Visual Center
National Archives and Records Service
General Services Administration
Order Section KK
Washington, D.C. 20409
free catalog of audio-visual materials available for purchase and/or rent

N.C. Department of Transportation and Highway Safety
Lenoir, N.C. 28645 (local division)

North Carolina Driver's License Bureau
Morganton, N.C. 28655 (local division)

North Carolina News Media Directory
Charlotte, N.C.

Pisgah National Forest
Grandfather Ranger District
U.S. Forest Service
P.O. Box 519
Marion, N.C. 28752

United Way
Lenoir, N.C. 28645 (community affiliate)

Young Scientist Explores the Weather by Good Apple

APPENDIX

Holidays celebrated in America:

April Fool's Day
Arbor Day
Christmas
Columbus Day
Easter
Election Day
Father's Day
Flag Day
Groundhog Day
Halloween
Independence Day
Labor Day
Lincoln's Birthday
Mardi Gras
Martin Luther King, Jr.'s Birthday
May Day
Memorial Day
Mother's Day
New Year's Day
St. Patrick's Day
Thanksgiving Day
United Nations Day
Valentine's Day
Veteran's Day
Washington's Birthday

QUEST FOR GOLD

Anne Pitner

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Anne Pitner

INTRODUCTION

Learning to think, how to think, in what order, about what, and what to do with what is thought out is an important part of education. Taking advantage of opportunities, making decisions, and making choices are all a part of becoming responsible, at the appropriate time involves thought and creativity in projecting the solutions. As each individual seeks the best possible route to a solution, sacrifices are made and obstacles are overcome.

Guiding children in making choices is the ultimate goal of education. Knowledge is found in books. Desires and aspirations are found in imagination. Successes or failures are the results of solving a problem. Overcoming fears, taking risks, and learning to accept mistakes build acceptance for the worth of one's self and character. Questing for decisions and actions is questing for gold.

The purpose of this unit of study is to give students the opportunity to think, to simulate decisions, to identify the factors influencing them, to understand the motivations behind their reactions, and guide them in seeking the best strategy for reaching solutions. The students will be guided in understanding the importance of learning perseverance, delayed gratification, accepting a challenge, responsibilities of success and failure, and measuring self-esteem.

It is an important unit of study because learning to think creatively and accepting responsibility for one's actions are goals in becoming a responsible person. Making a decision creates an imbalanced mind-set. Guiding children to see other alternatives in problems enables them to evaluate situations more realistically.

It is especially suitable for study by the gifted because thinking and creating are important ingredients in maturing. The gifted are expected to have the answers to the next generation of problems. Learning strategies to cope with the pressures and responsibilities of maturity are essential to maintaining a balance in self-esteem. Self-confidence is the key to unblocking creative potential, to taking a chance, and to accepting opportunities.

This unit is designed to be taught in a heterogenous group of fourth, fifth, or sixth graders over a four to six weeks period. This unit will correlate with Language Arts, Social Studies, and Science, e.g., referring to outstanding scientists or science careers.

The unit is intended to serve as a "model" with gifted students. To provide the unit with some flexibility extra activities have been included. The following suggestions are made to those teaching this unit: Be open-minded. Allow your students to be fluent, flexible, original, and elaborate with their ideas. The purpose of this unit is to employ new problem solving and goal-setting techniques. Your students will generate more and better original ideas and activities. Use the

left pages to insert these. A word of caution--be sensitive to the needs of the individual students. Some children may find the suggestions for achievement very stressful. In these cases, the educator should emphasize coping strategies.

OBJECTIVES

AT THE CONCLUSION OF THIS UNIT,

1. Students will be aware of their own potential as experienced through the role models found in biographies and interviews with persons considered successful.

2. Students will acquire an awareness of important research skills in using sources other than an encyclopedia, e.g., a variety of ways to find information in magazines and books, and an ability to draw logical conclusions from information.

3. Students will be able to identify their own feelings of fear of failure or success as manifested in perfectionism, procrastination, and workaholism.

4. Students will be able to evaluate fears and develop a plan of action to overcome these feelings, e.g., through creative thinking exercises and goal-setting strategies.

5. Students will be able to establish realistic goals and formulate strategies to achieve them.

6. Students will better understand the creative thinking process through brainstorming, role playing, and role models.

7. Students will work toward self-improvement by assessing their strengths and weaknesses in dealing with their decisions.

ACTIVITIES

INTRODUCTORY ACTIVITIES

1. During July, 1987, the U.S. Olympic Festival-'87 opened in the Raleigh area. The festival was designed to give amateur athletes a chance to compete in Olympic-style competition. Brainstorm the attributes of the athletes, considering the personal experiences of your students in competing on the local teams.

2. As enrichment for the fifth and sixth grade Riverside Reading Series units of study, brainstorm the qualities of the people the children have read about, e.g., Jeanette Rankin first woman in Congress and those in the story "American Firsts". List all the characteristics and sacrifices

they have had to make. Be sure to include the achievement of their goals.

3. Examine a piece of pyrite (real gold is too expensive). Explain to the children that much of the world's history has been changed because of the desire to find gold. Brainstorm all the searches for gold and the outcomes as both successes and failures.

4. The Olympic games will be opening in 1988. The competing athletes have made many sacrifices. Brainstorm and list what it takes to achieve world class status and stay there.

5. As enrichment for the units of study in social studies, the students compile a list of explorers. Have the students bring in a biography of their favorite explorer. Make a chart showing what, when, where, and why these people were important.

6. As part of a science unit, have the students compile a list of the important scientists mentioned in their textbooks. Make a chart showing for what, when, where, and why these people are considered important. Brainstorm to see if there are common personality traits, e.g., perseverance, curiosity, courage, or imagination.

7. The students should think about the worst grades they ever made. Brainstorm and list their feelings, e.g., guilt, letting your parents down or yourself, disappointment, and lowered self-esteem.

8. During March each year, there is a Gem and Mineral Show at the National Guard Armory in Hickory. Visit the show and invite one of the rock hounds or gemologists to visit the class. Ask him to emphasize the importance of gold to today's society and to past generations.

DEVELOPMENTAL ACTIVITIES

1. Brainstorming is a non-threatening way for a group or an individual to express a large quantity of ideas. Brainstorm a list of virtues which are applicable to achieving a goal. Chart these for future reference.

2. Consult your library or Elbert Ivey Memorial Library for the Value series of biographies written by Spencer Johnson. These are easily read. By showing some special virtue, each person has made a contribution to history or society. After reading several or all of these, the students will use the following categories to describe the person: name of famous person, personal characteristics which were strengths or weaknesses, values which helped this person to attain the goal, any failures that they may have encountered. Chart these as a small group activity. Compare and contrast the listings from each

group.

3. There are several series about famous singers, pilots, athletes, astronauts, newscasters, scientists, and political personalities available in the Elbert Ivey Library or your school library. These are quickly and easily read. After completing several or all, the students compare by charts or reports the characteristics of each, e.g., talents, strengths of character, commitments to goals or achievements, skills that were necessary for successes, failures or discouraging events, risks taken, and after becoming successful what contributions were made to society (e.g., charities, time donated, etc.). Chart these areas as a group activity. Compare and contrast lists.

4. Interview or correspond with someone from the community or peer group whom the student considers successful. Questions should include information about risks that were taken, sacrifices that had to be made, decisions that were important, how goals were set and evaluated, and what are his/her future plans.

5. The students choose from present and past copies of the Guiness Book of Records several records which are interesting to them. In each copy of the book, compare the same record, e.g., dates, extensions of the record, any other available information. Find a record that has not been broken and brainstorm why this has not happened. If possible, correspond with the record holder as to how and why s/he did the feat and future plans.

6. WHAT IF I
   -held a Guiness record. . . .
   -were famous/successful person. . . .
   -could talk to a person from the past, it would be. . . .
   -could be successful I would
   -made no mistakes. . . .

7. Not every person has been successful in school or in attaining their goals. Research to find out what mistakes were made or discouraging things happened to the following people: Elvis Presley, Madame Schumann Heink, Babe Ruth, R.H. Macy, Louisa May Alcott, Walt Disney, Abraham Lincoln, John Creasey, Charles Goodyear, Thomas Edison, Lee Iacocca, Charles Darwin, Albert Einstein, Sir Winston Churchill, Pablo Picasso, Paul Ehrlich, Leonardo da Vinci, Nelson Rockefeller, and Hans Christian Anderson. (If you need help, the information came from Perfectionism by Miriam Adderholdt-Elliott, Ph.D.) Compile your own list.

8. Examples of commerically prepared units about two famous people can be taken from Janice Gudeman's Creative Encounters with Creative People published by Good Apple.

The units introduce the educator to available materials and examples of activities which can be adapted to the lives of other famous people.

9. As a large group activity, brainstorm the students' fears. In a personal folder, each student lists his/her own fears for future reference.

10. As a large group activity, brainstorm the question: What if I had the power to achieve anything, I'd. . . . Place these in the students' folders.

11. Brainstorm the question: What if I had the power to achieve anything, I'd. . . . Place these in the students' folders for future reference.

12. Brainstorm what the words perfectionism, procrastination, and workaholism mean. Make three separate charts listing the students' ideas. In their personal folders, the students compile lists of the ones which are most like them.

13. After reading Ramona Quimby, Age 8, Be a Perfect Person In Three Days, or An End to Perfect, write an essay about what it is to be a perfectionist.

14. Using the quote "Know thyself", design a self-portrait using words cut from magazines or newspapers to describe yourself. Save for students' folders.

15. Pretend you have been assigned a big science project. Write a realistic time table for completing the project.

16. Brainstorm why students procrastinate when doing projects or reports. Categorize these according to fears perfectionism, etc.

17. Stress can be an obstacle to completing a project. Brainstorm all the ways to alleviate and avoid stress in meeting deadlines. Think of some mental and physical exercises to relieve stress.

18. Listen to Survivor's "Eye of the Tiger". Brainstorm the meaning of the lyrics. Use these ideas to write an inspirational speech to be given to a group preparing for Special Olympics.

19. Care of street people and the homeless is becoming a problem for assistance organizations. Brainstorm reasons why these people are no longer productive and can no longer feed themselves.

20. Choose a quotation or several quotations. As a writing assignment,

interpret the meaning of each quotation. Illustrate your explanation.

21. Select a poem. As a writing assignment, explain in your own words the meaning of the poem and illustrate.

22. Write a poem about the feelings that accompany successes or failures or a combination of both.

23. Pretend you have made a bad grade or failed a subject. Plan a skit with another student in which you tell your parents. Consider how your parents would really react. Then, consider the reaction you would want them to have. Brainstorm any differences.

24. Imagine you are going to write a book to guide children in coping with pressures, e.g., fear of failure, fear of success, procrastination, etc., design the cover and write the introductory comments.

25. Establishing realistic goals is an important part of maturing. Brainstorm goals and how to achieve them.

    Information on "Steps to Achievement" can be obtained. This was from Learning to Achieve by Eric W. Johnson and David C. McClelland, published by Scott, Foresman and Company.

26. Brainstorm what achievements are. Include key words such as aspiration, motivation, striving, trusting, evaluating, and risk taking.

27. Answer: If I had enough courage, I would. . . .

28. Set a realistic goal for this week. Make it something, within resaon, that you sould like to do. At the end of the week, evaluate the goal concerning appropriateness, achievement, success or failure, time and risks involved.

29. Commerically prepared information about achieving is available. Use these as an extension of the goal-setting activities. Brainstorm your characteristics of achievers. Chart these for later use.

30. Thinking - not just parrotting information - is an important skill for the gifted as well as everyone else. List some blocks to thinking. Use these to guide a brainstorming session about what thinking is and how to achieve it. Chart the rules for thinking from the students' ideas.

31. Brainstorm how to change schools to encourage creative thinking.

32. Brainstorm how failure or success is related to violence. Design a violence prevention poster.

33. Brainstorm: Have your parents set goals for you? Chart ways you can

cope with this pressure.

34. Answer: If I could set a Guiness Record, I would. . . . Check to see if anyone has done it. If not, then GO FOR IT.

35. Brainstorm how the use of drugs is related to successes and failures. Design a drug prevention poster using this theme.

36. In conjunction with the study of North Carolina history. Research the reason why the streets of Charlotte are said to be paved with gold. Don't forget the ghost stories and legends about the Reed Gold Mine.

CULMINATING ACTIVITIES

1. Prospectors and others have sacrificed material and spiritual comforts in their quest for gold. Write a skit depicting this quest in relation to the gold rush in North Carolina. Perform this for parents. (For the educator, there is a play written by Hilda Plecker Hobson entitled Gold Fever and the North Carolina Gold Rush. It may be ordered from Broadfoot's, Inc.; 2816 Columbia Avenue; Wilmington, North Carolina 28403. The cost is $15.00.)

2. Combine the written assignments in the Developmental Activities to produce a personality guide. From the information about yourself, create personal strategies for coping with school and home pressures, perfectionism, procrastination, successes, and failures. Compile a list of virtues or attributes to use as a goal.

3. Paint a mural of explorers and inventors. Present this in the form of a time line. Tape record information (e.g., name, important dates, significant mistakes, specific risks, accomplishments, etc.) about each one. Predict what the next major discoveries will be.

4. Each year Time magazine selects a Man of the Year. From the group of modern achievers in Developmental Activity #3, choose the ten or twenty most productive people. Develop a sound filmstrip using information about these people.

5. Write the dialogue for a TV talk show. The host interviews costumed explorers, inventors, and famous people about their contributions. Video tape the show to be seen during a career day.

6. Interview local business and professional people who have been successful in their own businesses or in managerial positions. Question them concerning sacrifices, risks, failures, mistakes, and future aspirations. Video tape the interviews and/or invite them to a panel discussion to be video taped.

7. Using the information for the activities concerning the Guiness

Records, create a game with Trivial Pursuit format. Include in the game any records held by classmates as well as the famous ones.

8. Research available information, interview, and/or survey charity workers and street people. Assess the needs of the assistance programs from the information you gathered. Predict what the outcome of local programs will be in the next five to ten years.

9. Combine the characteristics of achievers and strategies for achieving a goal. Produce a puppet show depicting these strategies. As part of a health or guidance lesson, present the show live or video tape it.

10. The school environment is not always conducive to creative thinking and problem solving. From Activity #31, make a positive presentation of ways to affect a creativity change. Present this to the principal and/or the faculty.

11. Initiate a positive self-esteem day or week. conduct a poster contest with the theme of combating drugs and violence with positive self-esteem. Display the posters in windows of local businesses. Write an editorial for the local newspaper and/or do a spot on local TV stations or radio stations.

12. The underachiever and the overachiever are two consequences of pressure exerted on school students. Develop guidelines for attaining a balance between the two. Design and produce a pamphlet to be used in the guidance office. Enlist the guidance counselor or school psychologist to assist in production.

EVALUATION ACTIVITIES

1. "No man can be wise on an empty stomach." -G. Eliot Using this theme and the information from previous activities, recommend several strategies for dealing effectively with the problem of street people. Write and submit an editorial to the local newspapers, TV stations, and radio stations. Arrange a fund raising drive to assist the private charities.

2. Select the top ten explorers and modern day achievers for an Achievers Hall of Fame. Base this selection on personality profiles from previous exercises and on contributions. Present these in lifesize form at the beginning of history week.

3. Using the resource room as a historical museum, present the products from the Culminating Activities. Invite all the teachers and their classes to visit. The exhibits should be hands-on activities. Keep the presentation within 30 minutes.

4. Prior to achievement testing, prepare a survival-kit pamphlet. Using

the ideas and strategies from previous activities, combine poems, information, and advice for coping with testing pressures. Present this as part of the guidance counselor's lesson or a PTA meeting.

5. Recommend that your school have a Creativity Week. Using the information compiled about creative thinking, introduce the students to a 20 minute creative thinking period. The time will be used to imagine and daydream. At the end of the week, each grade will compete in a problem solving session. The problems will be devised by the AG students. A panel of judges will choose the best solution. The panel will include students and adults.

6. Using a panel of people of various ages, discuss changing values over the last 60 years. Predict what will happen during the next 60 years. Present the information in a human interest news item to a local paper.

7. After completing this unit, use the acquired information and ideas generated to form the basis for a panel discussion. Debate one of the following or develop your own ideas:
   the influence of peer pressure
   the influence of parental pressure
   person best qualified to make decisions for children
   the nation's hungry--feast or famine.

DISCUSSION QUESTIONS

1. Why do you think gold has been the symbol of excellence for generations?

2. What would happen if all the gold disappeared?

3. Why do you think decisions are like the pot of gold at the end of the rainbow?

4. In travelling to other planets, what characteristics would you choose for the astronauts?

5. Students are under pressure for parents and peers. Which coping strategies would you select in giving advice to younger children facing these problems? Why?

6. What long range goals have you set for yourself? How do you plan to achieve them?

7. Taking advantage of opportunities is a decision-making process. Discuss the criteria you would use in making a decision. Whose advice would you use?

8. Songs reflect the moods and attitudes of the time period. Interpret

today's music. Give specific examples of how it reflects society's values or rebells against them.

9. TV shows are a window on our life styles. Compare and contrast the values as show on the TV shows of the past and today.

10. At the turn of this century, what advice will you give your children concerning goals and values?

11. From the study of this unit, what information or coping strategies have helped you the most?

12. In our community, state, or nation, what are the most important problems to be solved?

13. How can society get non-productive people back into the work force or mainstream of life?

HOME LEARNING ACTIVITIES

1. Watch prime time TV commericals for promises and pitfalls. Listen carefully to the hidden pursuers and promises of success. Categorize the commericals according to different kinds of promised successes. Use this information to make careful decisions about the products your family will buy.

2. Imagination if the bloom of creativity. Parents are important role models for their children. Giving children a chance to be messy, noisy, or just time to think is an important ingredient in creating something or an idea. Adapt your busy schedules to include a creative moment. Relax, share, and enjoy your child's imaginative ideas.

3. Go for a quiet walk with your child. Listen to his/her dreams and plans. Avoid critizing or being judgemental. It's a long time before maturity.

4. Assist your child in setting realistic goals for himself/herself. Start with very simple and short-term goals, e.g., (making up his/her bed, learning to swim, reading a book a week, etc.). Discuss the outcomes.

5. Learn to research a topic, without the encyclopedia. The local library (Elbert Ivey Memorial Library) has a computer system which will search through magazine articles listings on various topics. Learning to use this service will assist your child in learning research techniques.

6. Allow your child some risk taking opportunities (e.g., swimming competitively, aerobics, diving, skateboarding). Before you say no, give him/her a chance to try. Compile a list of all the

accomplishments and failures. Discuss what went right and what went wrong. Emphasize the positive.

7. In completing homework or constructing a project, guide your child in establishing realistic time goals. Using a completion time table for a project is very helpful in establishing good work habits. Be a good role model--procrastination is learned not inherited.

8. Play the "What if" game. Finish the question "What if I . . .". Any answer is correct. any idea is acceptable.

9. At the next family reunion, talk to your relatives about what their ideas of success and failure are. Question them about things at which they have achieved and failed. Create a family totem pole or family tree of achievements. Take it to the next reunion.

10. Set a short-term goal for the whole family. Some examples are give up junk food, no fast food, no chocolate, walk a mile a day together, spend 30 minutes a day talking and listening to each other (no TV watching), or go on a picnic. At the end of the week, evaluate your performance. Successful or not? Try again next week.

11. Take your child to the local museums, e.g., Catawba Valley Arts Center in Hickory, Discovery Place in Charlotte, Catawba County Historical Museum in Newton, and Schiele Museum in Gastonia. Talk about the exhibits. Allow your child to make his/her own collections. Have a museum room at home.

12. Creative people need space to be messy and noisy. Give your child a space to think, create, dream, and invent.----Producer Steven Spielberg's mother, Leah, remembers all too well what her son was like as a boy:

    Steven's room was a mess. Once his lizard got out of its cage, and we found it, living, three years later. He had a parakeet he refused to keep in a cage. Every week, I would stick my head in his room, grab his dirty laundry and slam the door. If I had known better, I would have taken him to a psychiatrist-and there never would have been an E.T. --Reader's Digest, May, 1987

MATERIALS

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Adderholdt-Elliott, M. (1987). Perfectionism. Minneapolis, MN: Free Spirit Publishing.

Edwards, T. (Ed.). (1964). The new dictionary of thoughts. Standard Book Company.

Feelings, T. & Greenfield, E. (1981). Daydreamers. New York: The Dail Press.

Gudeman, J. (1984). Creative encounters with creative people. Carthage, IL: Good Apple, Inc.

Hall, D. (Ed.). (1985). The Oxford book of children's verse in America. (ed.) New York: Oxford University Press.

Johnson, E.W. & McClelland, D.C. (1984). Learning to achieve. Tucker, GA: Scott, Foresman and Company.

Prelutsky, J. (Ed.). (1983). The Random House book of poetry for children. New York: Random House.

Silverstein, S. (1974). Where the sidewalk ends. New York: Harper and Row.

Zerafa, J. (1982). Go for it!. New York: Workman Publishing.

RESOURCES

Field Trips

Mint Museum in Charlotte. Don't forget to stop at Discovery Place.

Gem and Mineral Show in March at the National Guard Armory in Hickory.

Catawba County Historical Museum in Newton, North Carolina. There is an exhibit of distinguished local physicians from the past. Brainstorm why these men are recognized.

Special Olympics held in the late spring each year.

Catawba Valley Arts Center in Hickory. Be sure to visit the Art Museum--consider what makes a lasting painting. Don't forget the Science Center.

Resource People

Gemologist from the Gem and Mineral Show

Forest Ranger who is a lapidary at Little Switzerland on the Parkway

Team coach from one of the local high schools

Representative of Special Olympics

School guidance counselor

One of the counselors from the Counseling Group

Paul Schiffel, coach of Hickory Seahorse Swim Team, Hickory Foundation Center

Kathy Kim, coach of tennis team at Hickory Foundation Center

Magazine Articles

Skrzycki, C. (1987, January). Risk takers. U.S. News & World Report.

Richards, B. (1986, July). Your unlimited possibilities. American Legion, 30.

Friedrich, O. (1985, January). Seven who succeeded. Time, 40.

Garfield, C.A. (1986, June). Secrets of super achievers. Readers Digest, 89-93.

Cosby, B. (1986, June). You are somebody special. Ladies Home Journal, 101-102.

Winter, R. (1986, March). Late bloomers. Parents' Magazine, 94-100.

Urquhart, P. (1986, June). Life's ups & downs: how to help your child cope. Chatelaine, 32.

These articles were found using the Magazine Information computer search at Elbert Ivey Memorial Library.

Audiovisual Resources

The following were suggested by Riverside Reading Series.

Films/Videocassettes

The American Woman: Portraits of Courage, CRM/McGraw-Hill.

I Can!, Films Incorporated.

Matthew Aliuk: Eskimo in Two Worlds, Learning Corporation.

Eleanor Roosevelt, Sterling.

The Frontier Experience, Learning Corporation.

Sound Filmstrips

American Women, Random House.

Black Americans at Work, Random House.

Jade Snow, Films Incorporated.

Books-Read Alone

Adams, Barbara. Like It Is: Facts and Feelings About Handicaps from Kids Who Know. Walker, 1979.

Bauer, Marion. Rain of Fire. Clarion, 1983.

Katz, William Loren. Black People Who Made the Old West. Crowell, 1977.

Okimoto, Jean Davies. Norman Schnurman, Average Person. Putnam, 1982.

Fritz, Jean. What's the Big Idea, Ben Franklin?, Knopf, 1974.

Wilder, Laura Ingalls. Little House in the Big Woods, Little House on the Prairie, On the Banks of Plum Creek, By the Shores of Silver Lake, Harper, 1953.

Books-Read Aloud

Humphrey, Margo. The River That Gave Gifts, Children's Press, 1978.

Anderson, Margaret J. Light in the Mountain, Knopf, 1982.

Avi. The Fighting Ground, Lippincott, 1984.

Myers, Walter Dean. Tales of a Dead King, Morrow, 1983.

Television Programs

"Thinkabout" is designed to develop thinking and reasoning ability using real-life situations. Programs are 15 minutes in length and directed to grades 5 and 6.

"3-2-1 Contact" is a 30 minute daily show. It is designed to keep students up to date on the developments in science technology. The programs include on location documentaries with leading scientists. It is for grades 4-6.

Books

There are numerous biographies of famous inventors, explores, and current personalities. These are available at local libraries and your school library.

There are two series which are very easily read.

Johnson, Spencer. The Value of series published by Value Communications. These include the stories of Louis Pasteur, Christopher Columbus, Nellie Bly, Will Rogers, Abraham Lincoln, and many more.

Westman, Paul. His series consists of biographies of modern people. Some of these are Billy Graham, Frank Borman, and Walter Cronkite.

"THE INCREDIBLE EDIBLE EGG" AND OTHER CHICKEN SCRATCH

Marilee Mauser

"THE INCREDIBLE EDIBLE EGG" AND OTHER CHICKEN SCRATCH

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EGGS
INTRODUCTION

The purpose of this unit is to thoroughly explore eggs.

Gifted children are constantly struggling to determine how things function, where they come from, where they go, and how their universe works. This unit uses eggs to show fundamentals of survival, nesting, natural instincts and life cycles. It looks at the mass production of eggs, eggs as nutrition, the contents of eggs, eg. protein, zinc, shells, aesthetic structures of eggs, and other creative uses of eggs. This unit will also research the value of eggs in medicines for AIDS patients and their experimental value.

Eggs are "eggceptionally" interesting and can help teachers satisfy the insatiable curiosity of gifted children.

This unit is designed to be adapted to any K-4 classroom and is targeted mainly for gifted children. Many resources in the Catawba County and surrounding area are included so crack it open and take a look!

OBJECTIVES

At the conclusion of this unit children should:

*Be able to demonstrate with a visual aid the travel "history" of an egg from the earliest times to the present.

*Understand the relationship between a rooster, a hen and an egg, their life cycle, and the hatching process.

*Specifically understand the nutrients in a chicken egg, how they affect our bodies, uses of the egg other than for consumption, and the makeup of egg shells.

*Devise a menu with eggs as the main course and be able to show the protein, fat and cholesterol content of the foods used.

*Analyze the cost of eggs as compared to other basic foods.

*Debate the issue of destroying eggs to create more of a demand and possibly drive up the price to make more money for the farmer.

*Recommend egg substitutes judged by taste and economy.

*Produce artwork made by or patterned after the egg.

*Discuss the uses of eggs and incubators in space and as an experimental tool today.

*Discuss the classification of eggs by their geometric shape and how it relates to the offspring and the parents' size.

*Understand instincts in animals that bear eggs, their nesting habits, and their protection mechanisms.

*Understand trends in egg production and the fluctuating prices of eggs.

*To totally become a true EGGHEAD!!

ACTIVITIES TO BEGIN . . . . .

Begin by allowing student to watch Chickens Aren't the Only Ones. (An excellent program available through PBS's "Reading Rainbow, the thirty minute program discusses turtles egg laying habits, grading of eggs, tells a story.) Also available in book form.

Have children write down in brainstorm fashion all the words or phrases that come to their mind when they think of eggs. Don't spend a lot of time trying to think, concentrate on putting first thoughts down no matter what they are.

Bring raw and hard boiled eggs to class. Let children decide which are which and then mark with a crayon their quesses. Have them write down why they chose one or the other to be hard boiled, eg. did it feel heavier?, then conduct the experiment explained in Appendix A. How many quessed correctly? Were their reasons for choosing valid?

The following are also some questions to really get those minds working:
Are the bonds between atoms stronger in a liquid or in a solid?
How does this experiment prove that?
Explain what viscous or semi-visous liquid is.
What does rotational energy have to do with this experiment?

Prepare a simple but nutritious egg meal.

THEN . . . . . .

Take the children on a field trip to a hatchery. (Field trips can be arranged through Holly Farms) Have them write an account of their experience. Tell them to pay close attention to many things they will see, remember smells, floors, workers clothes etc.

After visiting the hatchery, have students write a story from the standpoint of one of the chicks.

Incubate eggs in the classroom. If you can come across some other than chicken for incubation it will enhance the lesson. If not, follow the hatching directions on Appendix B. Keep an accurate record of incubation times, temperatures, turning times, birthdate and time.

Have children do some investigative research to find out what cholesterol is and where it comes from. Have them include the good, the bad, and, the major sources of cholesterol in our diets.

Have the children research the nutritional values of an egg and then create a balanced breakfast for Monday through Friday. Keep in mind preparation time, cook time and ease of clean up. We are specifically looking for easy to prepare, quick meals that will encourage children to eat a good breakfast.

Create a low cholesterol diet for someone who must eat an egg a day. Include some alternatives to eggs for someone who absolutely cannot have cholesterol in their diet. If someone was limited to the amount of cholesterol in their diet, could they eat any part of an egg?

Have the children make a chart of an egg showing where the most

cholesterol in an egg is found.

Have children compare the cholesterol count in the white of an egg and the yolk. (Why is all the cholesterol contained in the yolk of an egg?).

After understanding what cholesterol is and where it comes from, have children decide if all of us must be concerned with the amount of cholesterol in our diets. Look specifically at what part of our body cholesterol affects.

Let children discuss why they do or do not like eggs. Brainstorm about what solutions are available to remedy their problem. Would adding cheese or ketchup help? Let children help each other and share ideas.

Have children create on paper an eggceptional supper using eggs in all the ingredients of all foods. List cholesterol counts, calories and fat, protein etc. Have them include specific instrutions for preparation.

Discuss the marketing of eggs with the children and debate over whether or not farmers should have the right to destroy eggs to drive up the price.

Have children do research to find out what a Fabrege Egg is. (Malcolm Forebes, owner of Forbes magazine owns most of them, this may help them with their research.) Also, let them include their feelings as to why someone would want to own one. You can follow this activity with an art activity allowing children to create and design their own "Fabrege Egg". Encourage them to use their imagination and to give their egg a name and a net worth.

Let children put into writing what they feel the phrase, "walking on egg shells" means. How about, "having egg on your face" or "don't count your chickens before they hatch!" When their writing is completed, compare answers and discuss with them the literal and figurative meanings and in what situations we would use these sayings.

Have children weigh an egg, the inside, the shell alone. Then, have them figure how much eggs cost per pound, compare this cost to the cost of other foods, if they compare it to a food not sold by the pound, have them figure that cost also.

Conduct the experiment in Appendix C. After children whip egg whites to make meringue, have them add a drip of yolk, what does it do to the meringue? Why?

Lead a campaign on the benefits of eating a good breakfast. Have children write persuasive speeches to be presented to another class or the whole school. Take a poll prior to the speeches to find out who eats breakfast and what they eat. After the speeches and campaigning have gone on for about a week or so, take another poll. Did the students' speeches actually change minds? What did they feel were there most persuasive measures. (This activity can be broadened or shortened. You can allow students to make posters, handouts, anything they feel will change people's way of thinking.)

Ask children why they believe people would put eggs in their hair or on their face? What is in eggs that would benefit out hair or face? Also, have children research why the egg shell is good for flowering plants? Let them record their findings.

After learning to the article "Eggs in Space" (Materials section), have children write why the Shuttle took eggs and an incubator aboard. What were the scientific possibilities. Is this research still going on? Discuss how this experiment will help us with space and life in the future. Have children write a paper on whether or not they think this is cruel.

Have children read and find out why eggs can be the culprit in samonela poisoning? Are the facts strong enough to support such an accusation?

Have children predict how long it takes to hard cook an egg. Experiment to find out, what happens to the inside of an egg when we cook it in its shell. (What are the effects of the heat?) Why do cookbooks tell us to put a pinhole in the shell before cooking? See Appendix D.

Have children draw an egg and diagram it with the many different parts inside.

Have them label which part becomes a chick, which part is the chick's food while it is incubating, what percent of an egg is protein, water, vitamin, etc.

For fun, allow children to have an egg toss outside and measure the farthest tosses.

Discuss with children the advertising strategy of the Egg Nutrition Center. How

would they change it? How do they feel it could be directed more at kids?

After reading an old favorite, Green Eggs and Ham, have a party with green eggs and ham.

Have children create the perfect recipe for a soft boiled egg. have them include why salt is not necessary in the water even though most people add it.

Let children create with eggs. Have them prepare for each other what they feel are easy and delicious recipes for eggs. Use eggs in all forms of food, desserts, breakfasts, casseroles, main courses etc.

Have children list and show on a map the major egg producing areas in the United States. What other countries consume eggs the way we do? What country eats the most eggs?

Have students write an imaginative story on who or what came first, the chicken or the egg.

Have children convert their favorite egg recipe to metric. Then, double it, triple it, quadruple it. Have them figure how many eggs it would take for a cake big enough to serve the whole school. (This would be an excellent time to use the resource of your cafeteria people. Ask them to show your students some of the measurements in the recipes they use).

Let children write for you after researching, how botulism and hard boiled eggs are related.

Discuss with children the recent findings in AIDS research concerning eggs. Are eggs the answer for a cure?

Have children learn about all the different geometric shapes of eggs. Then, have them classify the shapes of different bird eggs and their markings. Why do they have certain markings and why are they different sizes?

Have children compare the hatching process of the sea turtle to the hatching process of a chick.

Before reading "Why are Robin's Eggs Blue?" to children, have them write down why they believe they are. After the story, have them compare their predictions to the facts.

After learning about caviar, it would be good to read a story in which people eat caviar, or bring some in, have children inspect the container to find out where it comes from, why it's so expensive and how much it would cost per pound. compare to chicken eggs.

HOME LEARNING ACTIVITIES

I cannot stress enough how important reinforcement in the home is. Because of this, I have included some Home Learning Activities for children to do with their parents or an older person.

1.) Have children keep a log at home of who eats eggs and why. Is anyone in their home on a low cholesterol diet? If so, what recommendations can the child make to that person.

2.) Let children prepare supper for the family containing eggs in most of the dishes. Have them share what the nutritional benefit of each item on the menu is. What is the cholesterol, protein, fat, calorie content of the foods served?

3.) Have children estimate what the cost of eggs to their family is. (per week) Have them compare this cost to other foods normally purchased. The cash register receipt from a store that prints the item purchased would be very helpful.

4.) Have children read labels at home to determine if the foods they enjoy are nutritious. Also, have them look at how many different foods contain eggs. What does their family regularly eat that contains alot of eggs. (Most labels are listed in order of most ingredient first.)

5.) After seeing commercials on TV for eggs or egg products, have children write the commercial again including or deleting information they felt was not true or was misleading. eg. Is soda really good for you when you are hot and thirsty?

6.) Children can create beautiful decorations by blowing the center of an egg out and decorating the shell. Put a pinhole in each end. It is hard at first, but once you get it going, it will all come out. If it is too hard with just a pinhole, make the holes slightly bigger. Paint or decorate with markers or paint. Glue on rhinestones, sequins and more to make it beautiful. You can make it seasonal or pretty enough for all the time

EVALUATION

1.) Invite people from your area to help in judging and evaluating the work children have done. A panel including a nurtitionist, a farmer, an advertising executive, an artist, and someone from the science center. Any other professional who would have an opinion or some facts on what the children have been studying would be helpful. Ask the guests to evaluate the work and answer questions the students might have. It would also be nice to allow the children to prepare something eggceptionally delicious for the guests.

2.) The results of the campaign efforts can be a measure of how effective it was. Did we actually educate people enough so that they started eating a better breakfast? Look at the results of the second poll.

MATERIALS

1.) Chicken's Aren't The Only Ones Reading Rainbow, PBS. SDPI-Division of Media Technology - School Television. May be borrowed from Pat Watson.

2.) Green Eggs and Ham Dr. Suess. Available at most libraries.

3.) Planning a Diet for a Healthy Heart, and Please Pass That Woman some More Calcium and Iron, U.S. Government Printing Office. Available free from:

Dept. of Health and Human Services
Public Health Service
Food and Drug Administration
5600 Fishers Lane
Rockville, MD 20857

4.) "Botulism: The hard-boiled facts", Science News, August 10, 1985.

5.) "Murder Most Fowl", National Review, June 20, 1986.

6.) "Is sunny-side-up a salmonellosis haven?", Science News, April 16, 1988.

7.) "Controversial AIDS drug for US Market", Nature, April 7, 1988.

8.) "Over (easy) and out: Why Nasa is sending eggs into space", Business Week, August 26, 1985.

9.) Harrison, Hal H., Field Guide to Birds' Nest, Houghton Mifflin Co., Boston.

10.) Reed, Chester A., North American Birds Eggs, Dover Publications.

11.) Semper, Rob, "To Do and Notice: Meringue Science," Document #ED-249-049, July 84.

12.) Semper, Rob, "To Do and Notice: Taking an Egg for a Spin" Document #ED-249-049.

13.) You will have to locate an incubator to borrow.

RESOURCES

1.) THE EGG NUTRITION CENTER
2501 M St. NW Suite 410
Washington, D.C. 20037
(202)-833-8850
1-800-833-EGGS

2.) Bob Sebatian, Holly Farms
P.O. Box 936
North Wilkesboro, NC 28659
1-800-672-7233
919-838-2171

3.) The American Egg Board
(312)-694-0452

4.) The Science Center
Hickory, NC

EXPERIMENT

To determine whether an egg is hard cooked (boiled), or raw, take them for a spin . . . .

First, make your predictions by marking the eggs with a blue crayon H for hard and R for raw.

Then, put eggs on a hard surface and spin them. The one that comes to a stop first is the hard boiled one.

*****Notice how long the raw one spins for. Write your hypothesis as to why the raw egg spins longer.

ALSO . . . You can spin both eggs and momentarily stop them by grasping and releasing - the raw egg will start to spin again because of its makeup. Ask the children what the liquid has to do with the rotational energy of the egg.

See materials section for more information about this experiment.

APPENDIX A

EXPERIMENT

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and R for raw.

Then, put eggs on a hard surface and spin them. The one that comes to a stop first is the hard boiled one.

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See materials section for more information about this experiment.

APPENDIX B

THE HATCHING PROCESS

****It takes 21 days and 3 hours to hatch a chicken egg. In your classroom it may very well not take this long because the incubators are hotter than a large hatchery would use. There is not danger to the chick when the hatching process is sped up like this. By the way, when raising chickens for their meat, the longer incubation time makes for more tender chicken.

STEP 1: Get an incubator.

STEP 2: Get fertilized eggs from Holly Farms. Be sure to let them know when you schedule your field trip that you would like some eggs to hatch. They will let you know what to bring.

STEP 3: The incubator's temperature should be about 99 degrees and the humidity should be about 86 degrees.

STEP 4: Turn the eggs three to four times a day during the first 18 days of incubation. It should be about a 45 degree turn. Be sure to chart times for this.

STEP 5: Leave the eggs alone during last 3 days and 3 hours of incubation but be sure to leave the small end down and the large end up. (The large end of the egg contains an air pocket which gives the chick its first breath of air.)

STEP 6: Watch!

APPENDIX C

EXPERIMENT
MAKING MERINGUE

1.) Separate three egg whites from their yolks and place in three separate bowls. Be careful to remove all the yolk from the white.

2.) Whip the white in the first bowl for four minutes. Notice how much meringue you have made.

3.) Add a tiny bit of yolk to the second bowl and then whip for four minutes. Notice how much meringue you make this time.

4.) Add a tiny bit of oil or butter to the third egg and then whip it for four minutes. Their will be even less meringue.

What's going on here? How does the yolk, butter or oil affect the air bubbles in the meringue. See the "materials" section of this unit for the document that will give you more information about this experiment.

APPENDIX D

HARD COOKED EGGS

Place eggs in saucepan large enough to cover then with water. Bring to a boil and cook for 10 to 12 minutes.

It is not necessary to add salt to this water.

Notice: When you heat an egg in the shell, the air inside expands. If you make a hole in the large end of the shell, you provide the expanding air with an escape route. Then, the eggshell will not crack.

Discuss with children what heat does to an egg.

See "Materials" section for more information about this experiment.

BIBLIOGRAPHY

1.) Planning a Diet for a Healthy Heart and Please Pass that Woman Some More Calcium and Iron, U.S. Government Printing Office.

2.) "Botulism: The Hard-Boiled Facts" Science News, August 10, 1985.

3.) "Murder Most Fowl" National Review, June 20, 1986.

4.) "Is Sunny Side Up Salmonellosis Haven?", Science News, April 16, 1988.

5.) "Controversial AIDS Drug for US Market", Nature, April 7, 1988.

6.) "Over (easy) and Out" "Why Nasa is sending eggs into space", Business Week, Aug. 26, 1985.

7.) Harrison, Hal H., Field Guide to Birds' Nest, Houghton Mifflin Co., Boston.

8.) Semper, Rob, "To Do And Notice: Meringue Science", Document #ED-249-049, July 84.

9.) Semper, Rob, "To Do And Notice: Taking an Egg for a Spin" Document #ED-249-049, July 84.

10.) George Vickus, Hayes Hatchery, N. Wilkesboro. (Employee of Holly Farms.)

11.) The Egg Nutrition Center, Washington, DC. Free literature.

THE BIG
5

Alice Williams

THE BIG FIVE
Alice Williams
TASTE, TOUCH, SMELL, SEE, HEAR

INTRODUCTION

The purpose of this unit is to help students sharpen their senses and in doing so become more sensorily aware. As we teach children to use their senses, they become better observers in the process.

We all have the potential to see, hear, smell, touch, and taste. Even though we use these senses everyday, we hear but don't listen, look but don't see, and eat but fail to taste. Although we may not all be able to hear with the poet's ear or see with the artist's eye, it is important that children have the capability to use all their senses to the best of their ability.

This is an important unit of study because all children need to become more aware of their environment through the use of their senses. A child is not working to his/her full potential unless he/she has the ability to use his/her senses to the best of his/her capabilities.

This unit will be used over a four to five week period with second graders.

TEACHER TIPS

1. Children can help find materials to use in the unit.
2. Stress that children should not go around just tasting or smelling everything.
3. When using a blindfold in an activity, make sure that you have enough blindfolds for each child to have one. This is to keep from spreading germs.

OBJECTIVES

At the conclusion of this unit, the student should be able to:

1. Describe how all our senses work together to help us everyday.
2. Categorize things according to their sound, smell, taste, and feel.
3. Recognize the fact that we learn by listening, touching, smelling, hearing, looking, and that individuals differ in their ability to use these senses.
4. Realize that our senses sometimes fool us.

5. Appreciate the fact that we have all our senses as evidenced by consideration for other people who are not that fortunate.

6. Demonstrate the ability to be a better listener.

7. Demonstrate the ability to be more observant.

8. Demonstrate the ability to be more observant through the use of the sense of touch.

9. Demonstrate the ability to be more observant through the use of the senses of taste and smell.

SIGHT

Sight is our most important sense. We are all observers. But some of us observe more accurately than others. To be a skilled observer, one needs experience of slow, careful observation. He needs to learn patience and perserverence. It is not unusual for observers to see different things in the same event.

Give Pre-test-- see Appendix.

ACTIVITIES

INTRODUCTORY ACTIVITIES

1. Put five items on a table and cover them. Let children look for 30 seconds, then cover again. Let children make a list of all the things they remember.

2. Have each child pick a friend and watch him/her for 30 minutes. Write down all observations.

DEVELOPMENTAL ACTIVITIES

1. Blindfold a child. Let him walk around the room. Let him write a story about how it feels to be blind.

2. Observe a gerbil or hamster in the classroom for half-hour a day for a week. Keep a diary of daily happenings or record on tape. Add new objects to the environment such as a ball or another gerbil. Predict how this will change things and compare to what actually happens. Also change interior and predict how this will affect the gerbil or hamster and how they will adjust to new interior changes and compare to what really happens.

3. Choose a friend and watch him/her carefully all day for two different days. Record all the things that he/she does. How does the weather, time of day, and activity after his/her behavior. Write a story about your friend and explain why you think he/she acted as he/she did.

4. Take a walk around the school and keep a record of all the different kinds of activities the children are doing. Make a bar graph and a line graph of findings.

5. Make a collage from scraps of paper and similar materials. The collage maybe shades of red, another shade of blue. Classify the collage as to the number of shades of red and blue observed.

6. Let child take ink pad and make prints of all fingers on the right hand. If prints are smudges, repeat until they get clear prints. Then have them write down four observations about their prints. Do they look like arches, loops, or whorls? Cut the prints into five pictures and shuffle them around. Can he identify his thumb print or middle finger? Let a friend try to match the print to the correct finger.

7. Look at an ordinary object like a ball point pen, paper clip, or TV set from the view point of a person from outerspace or from the viewpoint of a person who lived a hundred years age. Write about your reactions.

8. Collect ten or twelve small jars with lids. Find a different item for each jar. Number the jars. Pick four or five children at a time. When you say "Ready, set, go", they may take the lids off and observe the contents. When you say "Stop", they must replace the lid, then write down the names and numbers of items.

9. Do research and find out what it means to be colorblind.

10. Let child find out all he/she can about braille and report back to the class.

11. You will need an overhead projector, a clear mixing bowl with water, and red, yellow, and blue food coloring. Place the bowl with water on the projector and whirl water around a few times so that it is moving slightly. Add one or two drops of blue food coloring. Put a few drops of red coloring on one side and yellow coloring on the other side. What observations can you make? Try to predict what will happen if colors are added in a different sequence. Do you get the same results? Have students write poems about their observations and illustrate them.

12. Have children make at least three observations of the weather during the day. They should be at least one hour apart. Have children record the time.

Discuss observations--were observations all visual--what auditory observations might have been made--what tactile observations might have been made--how would a blind man make observations about the weather.

13. Spend a day or two with a blind person. Record your observations.

14. Obtain a large group of pictures of all kinds. Let children look at the pictures to see if they can find shapes.

QUESTIONS FOR DISCUSSION

1. Which of your senses would help you know about the world if you were blind?

2. How would these senses help you?

SOUND

Among our five senses, hearing is the most important after sight. All sound is caused by waves. Audible sounds carry messages to our ears by wave motion. The crash of a bowling ball, the ringing of a bell, the vibrant sound of music, the angry snort of a bull--each tells a story with waves.

ACTIVITIES

INTRODUCTORY ACTIVITIES

1. Let children record all the ways they can discover to make sounds with a piece of paper.

2. Make sound waves visible. Some of the materials you will need are a small fruit can with both ends removed, a sheet of rubber membrane from a balloon, a broken fragment from a pocket mirror, and a flashlight. Stretch the balloon tightly over one end of the can. Glue mirror fragment of balloon slightly off center. Darken room and move the can near the blackboard. Hold at an angle to the blackboard. Shine flashlight so that it strikes the mirror and the light rebounds on the board. Have someone speak, sing, shout, or softly blow or whistle into the can. Observe the reflection. Discuss observations.

DEVELOPMENTAL ACTIVITIES

1. Have child pretend to be somewhere else, such as the airport, cafeteria, farm, or toy store. Let him/her tell the class where he/she is by making the sounds he/she would hear there. Let the class guess where he/she is.

2. Ask class to listen first to the sounds outside the building. Allow about one minute for this. Then ask them to block out those sounds. Listen for the sounds inside the building but outside the room. Next block out all sounds but those inside the room. Last block out all sounds but those within their own bodies, eg. heartbeat, stomach growl. Discuss sounds that they heard.
Have children write a first person account of how it feels to be the object making the noise such as train, door being opened, foot scraping the floor or stomach growling. Have one pair of children come to the front of the room and converse as the objects they focused on like a dialogue between a jet and a jackhammer or truck and a police siren.

3. Behind a barrier have three or four children put on a skit with words and sounds of their own choosing. They might take a trip to the supermarket, do math, or go swimming. The children on the other side of the barrier must try to tell what the skit is about from the sounds they hear. They should list the sounds in the order in which they happen. What sounds helped identify what the skit was about?

4. Let child pick a friend and stretch a rubber band slightly. Have a friend pluck the band. Observe the sound. Stretch the band more and pluck. Observe the sound. Is the sound the same? What can you say about the sounds? Record findings.

5. Find a recording of a song in which the tempo changes several times. Let children listen and indicate changes in the music by making a mark on paper.

6. Let children make a list of six ways your sense of hearing could save you from being hurt.

7. Use shoe boxes with sound absorbing materials such as paper, cardboard, wood, or plastic. Let children experiment to find out which material reduces sound best. Sound source can be an alarm clock or timer. Mark off a five meter distance from the source. How far away will they be before they cannot hear the sound? Arrange the materials from most effective to least effective sound absorber. Why do some materials reduce noise levels more than others? What contributions does distance from the source make? What if you put a sound source in a thermos? Could you hear it? Why or why not?

8. Obtain six pop bottles and let children fill them with different quantities of water and arrange the bottles by the sound they make when struck with a pencil from highest to lowest. Would the order remain the same if you changed to another liquid such as vinegar or cooking oil? Does the size of the bottle make a difference? Try filling it with a different filling like sand. Is the order the same?

9. Discuss difference in sounds you hear on a camping trip and on the playground or quiet room.

10. Let children make a list of indoor sounds and write a poem including some of those sounds. Do the same with outdoor sounds.

11. Let children write a story about a happy sound or a sad sound and paint a picture to go along with it. What does the happy sound make you think of? What does the sad sound make you think of?

12. Write a story about what life would be like if no one could hear. You could use one of the other senses and do the same thing--no one could smell.

13. Tape record as many different sounds as you can. Then let children classify them into as many different catagories as they can--loud, soft. What is happening when you hear that sound?

14. Let children pick a friend and see how many different things they can find out about him by just using your sense of hearing.

15. Spend a day or two with a deaf person.

16. Invite a band director to discuss what he looks for in balance of sound in a band.

TASTE

We taste through parts of our tongue called taste buds. The sense of smell and taste work together. Sometimes if you cannot smell a food you cannot taste it.

ACTIVITIES

INTRODUCTORY ACTIVITIES

1. Have a tasting party with items like celery, peanuts, onions, mints, sugar cubes, licorice, olives, and pretzels. Students try one food at a time and describe how it tastes, feels, smells, looks, and how it sounds when you chew it.

2. Have children plan breakfast for the class and classify foods served as sweet, sour, or salty.

DEVELOPMENTAL ACTIVITIES

1. Have children taste an orange. As they are tasting, have them think

about how it feels and smells. Have them pretend that they are an orange and write about how it felt hanging on the tree, being picked, packed, shipped, bought in the store, and finally eaten.

2. Give each child a quarter of a slice of bread. Ask the group to tell how to make it taste sweet, salty, sour, or bitter (lemon juice). Try their suggestions.

3. Collect a group of fifteen to twenty foods such as sugar, sweet chocolate, orange, grapefruit, lemon, cookies, pretzels, salted crackers, and potato chips. Have the children classify them sweet, sour, salty, bitter. Make a graph of each child's favorite food.

4. Have children prepare a cookbook and arrange recipes by taste (sweet, sour, salty, bitter).

5. Let children compare two foods at once--mints and onions, celery and oranges, peanuts and sugar cubes, olives and green peppers. Describe how each tastes, feels, smells, looks, and how it sounds when you chew it. How are they most alike? How are they different?

6. Let children investigate parts of the tongue (back, front, both sides) to determine which is sensitive to each of the four basic tastes. Prepare water solutions of vinegar (sour), salt (salty), sugar (sweet), and alum (bitter). With a fresh toothpick apply minute quantities of each to the four parts of the tongue. Rinse the mouth with water after each taste. Let them record findings. After doing this answer the question--Why does a little boy lick his sucker with the tip of his tongue?

7. Let children investigate the sense of touch on the tongue and discuss in writing ways in which texture and temperture affect the enjoyment of food.

8. Have children classify herbs by their predominately bitter and sweet flavors.

9. Investigate the ways in which the sense of touch influences flavor--crunchy celery, smooth pudding.

10. Let child choose a friend to work with and put a piece of onion under his/her nose. Give him a piece of carrot to eat. What did the carrot taste like.

11. Compare subtle differences in flavor and appearance of oregano, marjoran, and savory.

SMELL

We smell odors through our noses. We can tell food by the way they smell. We can sometimes tell what we'll be eating at the next meal by smelling it while it's cooking.

ACTIVITIES

INTRODUCTORY ACTIVITIES

1. Burn scented candles. Let the children discuss what they think the fragrance smells like.

2. Explore the room to discover how different things smell and find out how many different smells are in the room. Make a list.

DEVELOPMENTAL ACTIVITIES

1. Bring a dozen or more plastic bags each containing an item with a distinctive odor such as freshly ground coffee, cocoa, cinnamon, oregano, orange and lemon peel, wads of cotton saturated with vinegar, ammonia, perfume, and shaving lotion. Divide class into groups and let them create dramatic improvisations based on one or more of the odors.

2. Fill four jars with substances such as vinegar, water, vanilla extract, and alcohol. Prepare three more jars with the same substances but add red food coloring to the water--blue to the alcohol--green to the vanilla extract. Have children match substances by smell.

3. Have children research to find two substances that look the same but smell different--white vinegar, water, alcohol.

4. Have children research to find two substances that look different but smell the same--white vinegar, cider vinegar.

5. Have children do identifying herb activity found on work sheet #1 in appendix.

6. Make celery logs with chives, paying close attention to the smell of the chives. See work sheet #2 in appendix.

7. Place five different objects such as garlic, nutmeg, apple, coffee, and pepper in containers. Cover so that the objects can be seen. Have children describe the smells. Substitute objects with similar smells (such as onion for garlic) and let children distinguish each smell.

8. Have many items to smell such as tea, coffee, vinegar, perfumes, disenfectant. Let children go around the room to find everyone's favorite smell--make a graph line and bar.

9. Let children write poems about their favorite smell.

TOUCH

We may touch things with almost any part of our body, but we usually use our fingers. We can feel with our tongue, lips, feet, and arms. Fingers have a better sense of touch then most other areas of the body because they have a higher concentration of nerve endings.

ACTIVITIES

INTRODUCTORY ACTIVITIES

1. Have a group of objects with various textures such as feathers, sandpaper, pine cones, carpet, yarn ball, cotton, variety of fabrics, metal, paper, plastic. Put items out on a table. Let children have a chance to feel and describe how the objects feel.

2. Bring in a mystery object that is well hidden. Give all children a chance to feel and guess what it is. Be sure the child is blindfolded.

DEVELOPMENTAL ACTIVITIES

1. Bring to class about a dozen objects concealed in brown paper bags. Pass the bags around the room. Ask students to try to identify what is in each bag by using their sense of touch. Examples of things to bring: a handful of cornstarch, a small cake covered with marshmallows and coconut, a smooth stone, a turnip, a peeled grape, a hard boiled egg, a slice of banana, a piece of bark, and a small twig. Have discussion of what is in the bags. Then have students write about this situation: Creatures from another planet who lack the sense of sight but whose tentacles are very sensitive have landed on earth. Imagine you are one of these creatures and the only evidence you have that people live on earth are the objects in the bags. Write what you think earth people might be like.

2. Have children bring in as many objects as they can and classify as rough or smooth.

3. Make texture pictures with varied materials and objects such as cloth scraps, yarn, buttons, sewing trims, dry noodles, seeds, straws, and several kinds of paper. Glue onto a piece of cardboard.

4. Make a feel box by cutting an opening in a box and glue objects throughout the inside of the box. Have children list several words to describe how each object feels and draw a map of the objects' position in the box.

5. Make a touch book. Have children describe how objects on each page feel. Discover how many words can be used to compare with other objects? How hard? How rough?

6. Let children explore the relative sensitivity of different parts of the body. Are finger tips, forearms, the lower leg, or back of the neck more sensitive to cold, heat, pressure, or pain?

7. Let children look in the encyclopedia and find the braille alphabet and make one of their own using a pin to punch holes. They might even write a message to a friend.

CULMINATING ACTIVITIES

1. Let children develop a play in which they tell people all about our senses and how they are used.

2. Let children write a story about how your senses would be different if you lived on another planet.

3. Bring in three cans of food with the labels off. Have students describe the contents of the can by hefting and shaking. Then punch a small hole in each can. Allow them to smell each one. Which foods smell alike but taste different.

4. Have each child bring in one of his favorite fruits. Each child can record observations about his fruit such as color, texture, shape, size, taste, smell. Place fruits on one table, exchange descriptions, and match descriptions with fruit. Make a salad with the fruits for all to enjoy.

5. Have child make a list of all the things he can say to a friend without talking or writing.

6. Have child do observation of popcorn. See activity sheet #3 in the appendix.

7. Answer question: What are the most interesting things you have learned about your senses?

8. Visit an Air Traffic Controller.

9. Have children make a list of the ways your senses have helped you since you woke up this morning.

EVALUATION

1. Use post-test which would be the same as pre-test with different items.

2. Culminating activity #1.

3. Culminating activity #4.

4. Culminating activity #6.

HOME LEARNING ACTIVITIES

1. Take a walk around your neighborhood and make a list of all the happy and sad things you see. What happened to cause the moods?

2. Watch an ant hill for a week or two. Keep a record of findings. Discuss with parents.

3. Take a walk with mom or dad and keep a list of all the smells.

4. Watch the moon every night for a month. Record what is looks like. Make observations as complete as possible.

5. Take a feeling walk and come back with as many different textures as you can.

6. Go to construction sites and watch what is happening. Keep a record of your observations.

7. Help mom prepare food for a meal at your house. Observe the smells and tastes.

8. Go to a cemetary and make rubbings of the tombstones.

9. As you ride down the road, play a game to see who can count the most Volkswagons or cows.

10. Sit on the front porch or in the yard and observe the cars that go by. Note number, color, sounds you hear.

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PRE-TEST / POST-TEST

1. Give children pictures such as the one below. Have them make a list of every thing they see in the picture.
2. Tape record at least 10 different sounds. Let the child listen to the tape and make a list of all the sounds on the tape. Should not listen to the tape but one time.
3. Blindfold child and give him/her an object such as a squash and let them tell you an many things as they can about the object by using the sense of touch.
4. Blindfold child and give a very small bit of cornbread. See if he/she can identify just by using sense of taste.
5. Blindfold child and put a cube of cheese in a jar. See if he/she can identify by just using sense of smell.

ME, MYSELF, AND I

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Introduction

The purpose of this unit is to encourage the student to develop a positive self concept. It is an important unit for study because each student must feel he is worthy to be successful. It is imperative for children to have positive feelings about themselves if they are to interact successfully with others. This unit will develop a variety of creative and intellectually stimulating activities to help build a positive attitude and self-esteem in the gifted student. This is an appropriate unit of study for gifted and talented students because these students possess the potential to become the leaders of tomorrow if they have developed a good self-concept. The understanding of self is an important prerequisite for social, emotional and academic growth.

This unit can be taught in a three-four week period and is designed for K-3 grade levels. It has been prepared especially for the gifted-talented student but can be modified for heterogeneous grouping. There are more activities listed than can be completed in three-four weeks.

Tips to the teacher

Gifted and talented children are often sensitive perhaps realizing that they are academically different and need the special attention this type of unit can provide. Because they are superior in some areas does not mean they "know-it-all" or even have a superior feeling. On the contrary, many have feelings of inadequacy and are unbelievably naive when it comes to interpreting their feelings and motives.

This unit can be correlated with language arts as the children read and write stories about self concepts. It can be adapted to work with math classes as the student measures and weighs himself and learns satistics about his personal life. The unit can work well with art since art is a way of expressing true feelings and in physical education by building a human pyramid and simple gymnastics.

Objectives

At the conclusion of this unit the student will be able to:

1. List the statistical facts about his personal life. (C-1)
2. Give examples of experiences and relate how these experiences made him feel about himself. (C-2)
3. Predict what he feels he will become as an adult. (C-3)
4. Describe himself physically, emotionally and intellectually. (C-4)
5. Tell that he is a unique and contributing individual. (C-5)
6. Conclude that he is an important person.
7. Identify and accept his feelings and the feelings of others. (A-1)

8. Volunteer for activities with confidence. (A-2)
9. Compare his self-image with how others see him. (A-3)
10. Defend his actions against the actions of others. (A-4)
11. Demonstrate self-reliance in working independently and in groups. (A-5)
12. Identify things about himself he would like to improve. (A-1)
13. Rate himself in a realistic manner. (A-4)
14. Identify reasons for his importance. (A-1)
15. Identify ways to increase his importance. (A-1)

Activities - Introductory

1. Make a "magic" box. Put a mirror in the box. Have the children look in the box to see the most special person in the world.
2. Discuss what self-concept means.
3. Have a special share time and let each student tell a story about himself.
4. Construct a bulletin board of silhouettes.
5. Let each child write his autobiography and display the writing with his silhouette.
6. Read the story Someone New by Erik Blegvad.
7. Ask the children questions about the story. Who was lost? Why was the person lost? How do you feel about growing up? etc.
8. Introduce the satistical facts about each child's life.
9. Begin a life line with the students. Use yarn as the life line. With clothes pins attach index cards. Each card should relate an experience or event from the student's life.
10. Play the name game to get students acquainted and at ease with each other.

    The class sits in a circle, the first person says I am Billy Jones, the next person says I am Jane Doe and that's Billy Jones. The game continues around the circle with the last one repeating all the names. If the age group permits, adjective can be added as I am sad Billy Jones, etc.

Activities - Developmental

1. Write a story about "What I Want To Be When I Grow Up".
2. Measure height, weight and record. Compare these statistics with a friend. Record hair and eye color, shape of face, and any distinct mark as freckles or birthmark.
3. Use construction paper and paste and make a picture of the family and the home. Be sure to include pets.
4. Design a mask. Make the mask be a creature you would not want to be in real life and act our why.
5. List 10 things that would fit under the category - I am proud that I . . . . . e.g. did something for my parents, shared something

with a friend, etc.

6. Make a personal coat of arms. Fill in each section with answers to these question.
   (1) What is the most important thing in your life?
   (2) What is something you do well?
   (3) What do you want to be when you grow up?
   (4) What is something that has made you very happy?
7. Make a personal flag, using symbols that represent situations in your life.
8. Make a collage entitled "Me". Cut out pictures, words, and symbols that are representative of one's self.
9. Write a dear me letter. Suggest statements to facilitate the writing. e.g. I need . . . . I am concerned about . . . . If only I . . . .
10. Make a student of the week bulletin board. Display one student's picture and have his peers give positive comments to be displayed.
11. Play introduce your partner. Each student gives his partner facts about his life and the student must then introduce him to the class.
12. Fill out a Who Am I Questionaire. e.g. My best friend is . . . . I like people who . . . . I don't like people who . . . .
13. Build a simple pyramid. A six-child pyramid is the easiest to do. Ask each child why his position is important to the pyramid. What would happen if someone crawled away?
14. Fingerprint each child and compare the fingerprint with the other classmates.
15. Correspond with a secret pal. Say something to make the pal feel good about himself.
16. Name five specific acts that one person might do to another that might make the other person feel bad about himself.

Activities - Culminating

1. Make a self portrait and discuss the picture with the class.
2. Make a list of twenty things you enjoy doing. When the list is finished put an s beside the items you would prefer doing with someone. Put an a beside the ones you prefer doing alone.
3. Create a story about the following sentences. e.g. You are the burned out light on a Christmas tree. You are a record, a new hit tune. You have just been placed on a turn table. You are a dollar bill in the hands of a beggar. You are a cow with a bone out of place in your nose. Whenever you want to "moo", it comes out "boo".
4. Answer these unfinished sentences:
   (1) Some people always want . . . .
   (2) I wish my family would . . . .
   (3) When I become a father or mother . . . .
   (4) If I had $1, I would . . . .
   (5) I am afraid to . . . .
   (6) Twenty years from now I will . . . .

(7) The thing that scares me most . . . .
(8) I am happy when . . . .
(9) I have never liked . . . .
(10) My teacher thinks I . . . .

5. Design an improvement. Be an improver. e.g. Design a new can of soup, design new car tires, design a new toothbrush, etc.

6. Bring a baby photo and make a bulletin board of the photos.

Evaluation

1. The student will share the life line that was started in the introduction. Read the cards in chronological order.
2. The student will make an "ad" to sell himself to the class.
3. The student will volunteer to "teach" the class. Evaluation of self-confidence should come from the teacher.
4. The teacher will give the self-concept scale.
5. The teacher will fill out the Driscoll Identification sheet.

Differentiated Activities

1. Summarize and compare characteristics that you like and dislike in personalities.
2. Keep a journal of incidents that show bad conduct or sportmanship. Tell how these habits can be improved,
3. Keep weekly reactions sheets at the beginning of the unit and then at the end. Compare - Did attitude and feelings improve?
4. Record an important decision. Why was the decision made?

Resources

Activity Books (teacher)

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3. Lifeson's, Allan. 101 Fantastic Funshop Favorities. Education Consultant Group. 1978.
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Activity Book (Spirit Masters)

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Children's Books

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